



# MINUTES

OF THE

COMMITTEE OF COUNCIL ON EDUCATION

WITH

APPENDICES,

AND

PLANS OF SCHOOL-HOUSES.

1842-43

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LONDON:

PUBLISHED, FOR HER MAJESTY'S STATIONERY OFFICE,

BY

JOHN W. PARKER, WEST STRAND.

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1844





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*Council Chamber, Whitehall, November 22, 1843.*

By the Right Honourable the LORDS of the COMMITTEE of  
COUNCIL ON EDUCATION.

The Committee of Council have before them the Orders in Council, dated the 3rd day of June, 1839, and the 10th of August, 1840, together with their Minutes of the 24th September, 1839, and the 3rd December, 1839, and also a Supplementary Minute of December, 1840.

Their Lordships having considered the objects to which the grants made by Parliament for the Promotion of Education in Great Britain are applicable under these Orders and Minutes, are of opinion that, without departing from the principles upon which they are framed, other modes of distribution may be adopted so as further to promote the improvement and extension of Elementary Education.

*Schoolmasters' Houses.*

Their Lordships will make grants towards the providing or enlarging of houses of Schoolmasters and Schoolmistresses where School-rooms have been erected (either with aid from the Parliamentary Grant, or otherwise); but where no house has been built, or no sufficient dwelling been provided, for the Master or Mistress, upon the following conditions:—

1. That the School for which such house or dwelling is to be built or enlarged, has been conveyed to Trustees for the Education of the Children of the Poor.

2. That their Lordships are satisfied, by the report of their Inspector, that the School is efficiently conducted.

3. That the right of inspection of the School is secured by the deed of trust, or by an endorsement thereon.

4. That the site and premises are to be conveyed to Trustees, as a residence for the Master or Mistress.



5. That their Lordships are satisfied, by the report of their Architect, that the proposed building will be substantial in structure and sufficient in size, the Subscribers or Trustees being otherwise at liberty to select their own plans.

6. That their Lordships are satisfied with the amount of local contributions to the new building.

#### *Apparatus for School-Rooms.*

The Committee of Council will also make grants towards enabling the Trustees or Managers of any School to provide the School-room suitably with furniture and apparatus which may be necessary, in the first instance, to enable them to commence teaching in the School; and that not only in the case of new Schools, but where it is proposed to establish a Day School where a Sunday School only has previously been kept.

#### *Training Schools.*

The Committee have further considered the mode in which they can assist in the establishment of Normal Schools for the training of Masters and Mistresses; and in future, if, upon consideration of any application for aid to such Schools which may be brought before them, they shall think fit to accede to that application, they will confine their grant to a proportion of the original expense of the building, and will not, in any case, make an annual grant towards the maintenance of such School.

The Committee will require that, in future, all applications for aid to Normal Schools shall be conveyed to them through the Committee of the National Society, or that of the British and Foreign School Society.

The Committee will also require that the inspection of the Normal School receiving such aid shall be secured by the deed of trust; and also, that the site and premises of such school shall be conveyed to Trustees, for the Training of Masters and Mistresses.

#### *Inspection.*

The Committee of Council have also had under their consideration the inadequacy of their present means of rendering the

Inspection of Schools which have been aided by the Parliamentary Grant effectual for its object, inasmuch as there has hitherto been one Inspector only appointed for all the Schools in connexion with the National Society and the Established Church, throughout England and Wales; and another for the Schools in connexion with the British and Foreign School Society.

Their Lordships will therefore recommend to Her Majesty to appoint, as soon as may be, such an additional number of Inspectors as will be sufficient to insure a periodical inspection in the most populous and manufacturing districts, once, at least, in every half year, of those Schools connected with the National Society or the Established Church which have been aided by the public grants.

In like manner their Lordships will provide for a periodical inspection of the Schools in connexion with the British and Foreign School Society in those districts.

Their Lordships cannot doubt that the effects of such a system of Inspection will be the improvement of the Schools visited, as well as an increase of local efforts to promote Elementary Education; and they will thereby be enabled hereafter to determine whether it may not be expedient to provide, in a similar manner, for a periodical Inspection of other districts.

#### *Grants in Poor and Populous Places.*

Their Lordships are prepared to give full effect to that portion of the Order of the 3rd of June, 1839, which contemplates the making of larger grants towards the erection of Schools in poor and populous places than are required elsewhere; and they will, in all cases whatever, consider the amount of grant to be made without reference to the plan of any proposed School having been drawn by their Architect.

*Council Chamber, Whitehall, Jan. 16, 1844.*

Their Lordships having referred to that part of their Minute of 22nd Nov. 1843, which regards Normal Schools for the training of Masters and Mistresses, think it desirable to determine what information they will require from applicants for aid towards the building of such Schools, and also to define, with more precision, ~~the~~ the proportion of the original expense of the building of such Schools for which they will, under the Minute, make grants in cases where they may think fit to accede to such applications.

Their Lordships will, in the first instance, require Answers to the several Queries contained in the list hereunto annexed; and if they should require further information, they will, if necessary, direct their Inspector to go to the place where the School is proposed to be built, and to report to them.

If their Lordships should, in consequence of such inquiries, be satisfied that the application ought to be acceded to, they will make a grant of a sum of money equal to 50*l.* for every pupil which the proposed building is calculated to accommodate; that ~~is to say~~,—if it is to accommodate ten pupils, 500*l.*; if twenty pupils, 1000*l.*, and so on. .

<sup>7</sup> Their Lordships will also grant the usual rate of aid towards the erection of the Model Schools.

*QUESTIONS to be answered as a preliminary to the consideration of any application for a grant towards the Erection of a Normal and Model School.*

1. The site on which the erected is situated in or near plot of ground lying between Normal School is to be Street [or road], being a or near

2. State the extent of the site, and how it is bounded.

3. Will the Model or Practising School be erected within the same boundary? If not, at what distance will the Model School be from the Normal School?

4. How many trustees will be appointed?

5. Give their names, professions, &c.

6. Furnish (on a separate sheet of paper) a brief but precise statement (not a regular abstract, unless subsequently required) of the title of the present owner of the site proposed for the Normal School; and if the Model School is to be erected on a separate site, then also a similar statement of the title of that site.

7. Describe the means by which the site or sites will be drained; stating the distance which collateral drains will have to run, and the nature of the main drain.

8. Are any vitriol works, tanneries, size manufactories, slaughter-houses, or other noxious trades situated near the site or sites?

9. Is it, or either of them, in the neighbourhood of any undrained marsh or swampy ground; any large uncovered drain, or large stagnant pool?

10. What is the nature of the soil and superficial bed on which the foundation will rest?

*Building.*

11. Furnish detailed specifications of the structure of the building, or buildings, if separate.

12. You are requested to furnish a plan of the proposed buildings, showing the accommodation which is to be provided:—

1. For the residence of the Principal, Vice-Principal, and any Masters.

• Explain the means provided for the inspection of the premises at all hours by the Principal and Masters.

2. For the kitchen, scullery, and domestic offices.

Show how the housekeeper and servants are to be lodged and to work, so as to be at all times separate from the school.

3. For the class-rooms, library, and dining-room.

The arrangements for each class of students, while under instruction, should be drawn in the plan, as well as the position of the tables in the dining-room.

4. Dormitories.

Show the position of the beds, the mode of lighting, and the arrangements for inspection at night.

5. Washing-room.

The mode of supplying water, &c.

6. Cloak and hat rooms.

7. Shoe-house.

8. Knife-house.

9. House for domestic uses.

10. Tool-house.

13. Furnish also a plan of the Model or Practising School, showing

1. The elevation.

2. Ground plan.

3. Arrangements for classes.

4. Mode of warming and ventilating.

5. The play-ground.

6. The Master's house.

7. The out-buildings.

14. Ventilation.—State in what manner the school buildings are to be ventilated and warmed.

15. What extent of enclosed ground will be provided for the employment and exercise of the students?

16. Which of the following subjects are to be included in the scheme instruction?

1. Religious instruction.

Under what heads?

2. Reading.

3. Writing and book-keeping.

4. Arithmetic.

5. Mensuration of planes and solids.

6. Algebra.

7. Whether any mathematics; and if so, in what form, and to what extent?

8. English grammar.

9. Etymology.

10. English history.

11. Geography.

12. Explanation of natural phenomena.

13. Whether mechanics; and if so, in what form and for what object.

14. The organization, discipline, and management of Elementary Schools.

15. What "methods" will be taught?

16. Will Latin be taught?

17. At what age will the students be received into the school?
18. During what period will they be required to reside.
19. What part of that period will they be required to devote to daily teaching in the Model or Practising School?
20. What sum will each student be required to pay towards the expenses of his maintenance and training?
21. Will any exhibitions be granted? If so, how many, of what amount, and how will their distribution be regulated?
22. What officers are to be appointed for the instruction and training of the students of the Normal School, and at what salaries?

Principal . . . . .	£	per annum.
Vice-Principal . . . .		
How many Masters? .		
Superintendent of household and garden-work		
Master of Model or Practising School. . .		

23. What is the scheme of expenditure likely to be annually incurred under the following heads?

1. Salaries of Principal and all Masters.
2. Books, stationery, apparatus, and tools.
3. Ground-rent and repairs.
4. Taxes and rates.
5. Fuel and lights.
6. Supply of water.
7. Clothing, linen, and furniture.
8. Food.
9. Servants' wages.
10. Medical attendance and sundry incidental expenses.
11. Exhibitions.

24. State your reasons for expecting that the Schools will be efficiently and permanently supported. State probable amount of

1. Annual subscriptions and donations,
2. Annual collections,
3. Annual produce of endowment,
4. Annual payments by the patrons or friends of students trained as schoolmasters,
5. Any other source of income.

25. What is the estimated cost of the building? State separately the cost of

1. The Site,
2. The Model or Practising School,
3. The Normal School, including the apartments for the residence of the Principal, and of the students, and any Masters,
4. The boundary fences,

5. The amount of the legal expenses,

6. And any other expenses.

(The answers to the above questions must be signed by the builder, or by the architect and builder, if the plans were not drawn in the Council Office.)

26. What is the amount now raised by subscription to meet this expenditure?

27. How much do the promoters expect to raise by subscriptions and donations, in addition to the above?

28. Have you applied to any society, or other similar source for aid; and if so, what has been granted or promised, or on what grounds has the application been refused?

29. Do you intend to apply to any society or other source for aid?

30. What will be the extent of the deficiency in the funds for the erection of the Normal and Model School buildings, after you have collected all your subscriptions and donations, not including any grant from the Committee of Council.

The above questions, and the replies to them, were read and signed at a meeting of the School Committee [or Trustees] of the School, duly convened on this day of

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# MINUTES

OF THE

## COMMITTEE OF COUNCIL ON EDUCATION.

1842-3.

### BATTERSEA NORMAL SCHOOL.

AT a Meeting of the COMMITTEE of COUNCIL ON EDUCATION,  
held November 11, 1842 :

READ, the Minute of this Committee, dated 23rd June, 1841, and presented to Parliament in the session of 1842, relating to the Battersea Normal school.

Read a letter from Mr. Kay Shuttleworth and Mr. Edward Carleton Tufnell, stating that the expenses of establishing the school, and maintaining it to December 1842, are upwards of 4000*l.* beyond the sums received from the patrons and friends of pupils in repayment of the charges of their maintenance and education, and that about 1500*l.* have been contributed by persons interested in elementary education towards this charge of 4000*l.*, leaving 2500*l.* in December, 1842, which sum has been advanced by Mr. Kay Shuttleworth and Mr. Edward Carleton Tufnell, for the establishment and support of the school from their private funds.

*Resolved*, That in consideration of the services rendered by the Battersea Normal School to the Executive Government in the education of schoolmasters, and of the number of masters now training therein, who are available for the public service, 1000*l.* be granted towards the expenses hitherto incurred in the establishment of that school, the right of inspection being secured in perpetuity.

### EDINBURGH AND GLASGOW MODEL SCHOOLS.

AT a Meeting of the COMMITTEE of COUNCIL ON EDUCATION,  
held 16 January, 1843 :

- Read, the humble petition of the Education Committee of the General Assembly of the Church of Scotland, dated 26th November, 1842; together with the minute of the Education Committee of the General Assembly, dated the 25th November, 1842; and a petition from the Committee of the Glasgow Society, dated the 26th November, 1842.



From the foregoing documents their Lordships learn, that the Glasgow Education Society are prepared to convey the site and buildings of their Normal seminary to the General Assembly in trust for ever as model elementary schools (for the education of the poor of the city of Glasgow), and as a Normal school for the instruction and training of schoolmasters of elementary schools for the children of the labouring classes, to be maintained and conducted by the General Assembly. That certain members of the Committee of the Glasgow Education Society will assume, as an individual and personal responsibility, all debts owing by that society, after the 5000*l.* has been applied to the liquidation of such debts; that the General Assembly will sustain no responsibility whatever with respect to the claims of any creditors on the Glasgow Education Society; and that the creditors will have no claim on the buildings, which will be subject to no mortgage either on the part of the Society or of the Assembly.

*Resolved*, That the grant of 5000*l.* be paid whenever the remaining terms of their Lordships' Minute are fulfilled, viz.:—

That the draft of the deed by which the Glasgow Education Society convey their schools to the General Assembly be submitted to their Lordships before it is executed, in order that it may be examined by their counsel, and that the deed be not executed until it has been approved by their Lordships.

That the inspection of the Glasgow Model and Normal schools by Her Majesty's inspector be secured in the trust deed.

That an attested copy of the deed, when registered, be transmitted to the Council Office, to be there preserved.

*Resolved*, That the Education Committee of the General Assembly shall be at liberty to permit the Glasgow Education Society to apply to the liquidation of the debt remaining after the payment of the 5000*l.*, such funds as may arise from subscriptions and collections in Glasgow, and a proportion of other subscriptions and collections to the Normal schools of the Assembly as described in their minute of the 25th November, 1842; but that the Education Committee of the General Assembly shall not enter into any conditional agreement (with the Glasgow Education Society, or with the persons becoming responsible for this debt), rendering the General Assembly liable to any portion of the debts of that society or of these individuals, provided the funds derived from subscriptions and collections should be insufficient to defray the remaining debt of the Glasgow Education Society, or should by any accident be lost or misapplied; or provided the Education Committee of the Assembly in any other way fail in furnishing any such funds from subscriptions and collections in Glasgow or elsewhere, towards the liquidation of the remaining debt of the Glasgow Education Society.

*Resolved*, That on the fulfilment of the foregoing conditions, 500*l.* be paid to the Glasgow Education Society, towards the expenses incurred in conducting their Normal and Model schools during the past year.

MINUTE of a Meeting of the GENERAL ASSEMBLY'S EDUCATION COMMITTEE, held 25th November, 1842.

The meeting having been constituted, and a deputation from the Glasgow Society present, consisting of Messrs. Stow, Dunlop, Brown and Buchanan.

Read the following heads of the proposal lately made to the Committee by the Glasgow Society:—

1. That the Education Committee shall immediately apply to Government to advance the 5000*l.* granted for the Glasgow Normal school.

2. That this sum, when raised, be applied towards payment of the debt of 10,677*l.* reported by Mr. Gibson to the Council Committee, as the amount of the Society's debt.

3. That, in payment of the balance of this debt, the Education Committee shall pay to the Glasgow Society, first, whatever sums of subscription may have already been received, or which may hereafter be received and specially destined for the Glasgow School; second, one-half of all the other subscriptions received or to be received and not specially destined for the Edinburgh School; and, third, whatever sums the directors of the Glasgow Normal school, or such of them as may be named an auxiliary committee for raising subscriptions for the General Assembly's Normal schools, may be enabled to obtain the same when not specially destined otherwise, to be applied towards payment of the above debt, till the whole amount is paid off.

4. That these conditions being agreed to, the Glasgow Society shall convey over to the General Assembly's Committee the site and buildings of their Normal school, free of debt, in terms of the minute of the Privy Council on Education.

5. That the Glasgow Society undertake and become responsible in the meantime for whatever portion of the debt may not now be paid off, and take the entire risk of the ultimate payment of the debt (other than the Government 5000*l.*) from the subscriptions received and to be received under Article 3 hereof, and also to provide for the interest of any balance of debt until it shall be so paid off; the General Assembly's Education Committee being no otherwise bound for the debt than that the subscriptions received and to be received in terms of Article 3, shall be appropriated as therein set forth, and that merely to the extent of the amount reported to the Council Committee, viz., 10,677*l.*, the debt until so paid off

being, to all intents and purposes, the debt of the Glasgow Society, or rather the individual members thereof.

6. That after the 5000*l.* is received from the Government and applied as before mentioned, and the Glasgow school conveyed to the General Assembly, the Education Committee shall undertake the management of the school, and relieve the Glasgow Society of the same in time coming, applying for its support the Government grant of 500*l.* a-year, and the extra sum agreed to be given from the Committee's own school fund."

Read also the following minute of the Glasgow Society having reference to the above proposal: "There was laid before the meeting a letter from Mr. Gordon, secretary to the Education Committee of the General Assembly, dated the 18th current, with a statement of what the Committee considered to be the heads of the proposal regarding the Glasgow Normal Seminary made by the Society on the 15th current, and a request that intimation be given to the Committee previous to their next meeting on the 25th current, whether these heads be correctly stated and approved by the Society.

"The meeting authorize their secretary, Mr. Stow, to reply that the heads of the proposal made by the Society are correctly reported in the statement now before them, and that the Society are ready to unite with the Committee in carrying the proposed arrangement into effect with as little delay as possible; also that the individual members of the Society who become responsible for the fulfilment of the obligations undertaken, are Messrs. Henry Dunlop, William Brown, John Leadbetter, William Campbell, Hugh Cogan, James Wright, David Stow, and James Buchanan."

The Meeting, however, request—

1st. That the Glasgow Auxiliary Committee for raising subscriptions may be a joint Committee, consisting of several of the ministers of Glasgow and several of the directors of the Society, and that it may be understood that whatever money may be raised in Glasgow, whether by subscriptions or otherwise, for the Assembly's normal fund, is to be appropriated to the payment of the debt of the Society.

2nd. That the Committee of the General Assembly will allow their own application to the Committee of Privy Council for the grant of 5000*l.* and future annual endowment of 500*l.*, to be accompanied by an application from the Glasgow Society for the year's endowment of 500*l.*, which has been lost since the date of the Government proposal, in consequence of the unavoidable delay in conveying the site and buildings of the seminary to the Assembly's Committee; and that this application be recommended to the favourable consideration of the

Council Committee, in order to relieve the Society of part of the expense incurred in carrying on the schools during the interval.

The meeting appoint Messrs. Dunlop, Brown, Leadbetter, McGeorge, Stow and Buchanan, a deputation to attend the meeting of the Assembly's Committee on the 25th current, to afford any explanations that may be required, or to endeavour to remove any difficulties that may arise in completing the arrangement.

The meeting having deliberately considered the proposal above detailed, consider it a liberal proposal on the part of the Society, and unanimously agree to accede to it.

Direct, therefore, that a petition in terms of Article 1 of the heads be forwarded to the Committee of Council on Education, setting forth that the Assembly Committee are now prepared to fulfil the conditions on which the Council Committee, by their minute of the 21st. December last, resolved to "appropriate 5000*l.* to defray a portion of the debt incurred by the Glasgow Society," and also to appropriate 500*l.* per annum "towards the annual expenditure," of the Glasgow Normal Seminary, and transmitting at the same time a copy of this minute, that the circumstances under which the application is made may be distinctly understood by the Committee of Council, which circumstances are principally these: that on receiving the grant of 5000*l.*, the Glasgow Society will "convey over to the General Assembly's Committee the site and buildings of their Normal school free of debt," and that the Society, or rather the individuals composing it, and named in the Society's minute of 22nd November, undertake the remaining debt, reserving no claim on the buildings for any part thereof.

The Assembly Committee further agree to transmit the petition of the Glasgow Society for the sum of 500*l.*, as towards the expenses of upholding the institution for the year ending at Martinmas last, and trust that the amount expended by the society more or less directly in upholding the school for that period, and which is understood to exceed 500*l.*, will be held by the Council Committee as equivalent to the contribution required to meet their grant.

In presenting the petition to the Council Committee, it may be proper to state, for their Lordships' information, that the subscription by which it was proposed to raise the sums corresponding to their munificent grants for the Normal schools has been proceeding for the last six months; but that from causes unnecessary to be noticed here, the whole amount subscribed for both does not yet exceed the sum of 1300*l.*

(Signed)

JAMES BUCHANAN, Vice Convener.

To the RIGHT HONOURABLE the LORDS COMMITTEE of PRIVY  
COUNCIL ON EDUCATION.

The Petition of the GLASGOW EDUCATIONAL SOCIETY—

HUMBLY SHOWETH,

That your petitioners have now come to an arrangement with the Education Committee of the General Assembly, subject to your Lordships' approval, for the conveyance of the site and buildings of their Normal seminary to the said Committee, they undertaking to conduct the schools in future according to the plan proposed by your Lordships in December last. According to this arrangement, which will be detailed to your Lordships by the General Assembly's Committee, your Lordships will observe that certain individual members of your petitioners' society undertake to relieve the General Assembly of all risk arising from inability to raise a sufficient sum by subscriptions to pay the remainder of your petitioners' debt, and that your petitioners have renounced all claim on the site and buildings, thus fulfilling the conditions required by your Lordships to entitle them to the grant of 5000*l*.

That your petitioners, owing to unavoidable delay in the negotiations regarding this transaction with the General Assembly's Committee, have been subjected to the expense of carrying on the schools, and also to the loss of interest on their debt for another year.

Your petitioners therefore pray that your Lordships will take their case into consideration, and in order to relieve them of part of this loss, will grant them now the sum of 500*l*. which your Lordships would have given to the General Assembly, if the negotiations between your petitioners and their Education Committee had been brought to a close in December last, when your Lordships' proposal was submitted to them; and that your Lordships will sanction the arrangement now made with the General Assembly's Committee, so that your petitioners may receive without further delay the 5000*l*. granted by your Lordships to pay part of their debt, and that the schools may be carried on in future with all the advantages contemplated by your Lordships.

(Signed) WILLIAM BROWN, a Member of Committee.

JOHN LEADBETTER, Treasurer.

JAMES BUCHANAN, Treasurer to Building Fund.

DAVID STOW, Secretary.

At Glasgow, the 26th November, 1842:

Unto the RIGHT HONOURABLE the LORDS of the COMMITTEE of  
COUNCIL ON EDUCATION.

The Humble Petition of the EDUCATION COMMITTEE of the  
GENERAL ASSEMBLY of the CHURCH of SCOTLAND :

SHOWETH,

That by minute of Council dated 21st December last, your Lordships, under certain conditions, "Resolved, that 5000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to found Model and Normal schools in Glasgow, the Glasgow Education Society conveying the site and buildings of their Normal seminary to the General Assembly in trust for ever, as Model elementary schools (for the children of the poor of the city of Glasgow), and as a Normal school (for the instruction and training of schoolmasters of elementary schools, for the children of the labouring classes), to be maintained and conducted by the General Assembly;—Resolved also, to appropriate the sum of 500*l.* per annum towards the annual expenditure of the above-named Normal seminary in Glasgow, grants to the same amount, under similar conditions, being at the same time made to enable the Assembly Committee to establish and uphold a normal seminary in Edinburgh."

That the Glasgow Society are now prepared, with the aid of the grant of the Council Committee, to convey to the petitioners the site and buildings of the Glasgow Seminary, relieved of the claims now resting upon them, and have themselves become responsible for the remainder of the debt, according to an arrangement detailed in a minute of the General Assembly's Committee, dated 25th November current, which is herewith transmitted, in order that your Lordships may know the circumstances under which the present application is made.

That the petitioners are therefore now enabled to fulfil the conditions on which the grant of 5000*l.* was offered for the seminary in Glasgow.

That the petitioners are also "willing to appropriate the sum of 500*l.* per annum," from their ordinary school fund, towards the annual expenditure of the Glasgow Seminary, and fulfil the other conditions annexed to that annual grant.

May it therefore please your Lordships to take the premises under consideration, and on the necessary deed of conveyance being made out and executed by the parties and approved by your Lordships, to advance to the petitioners the sum of 5000*l.* "to defray a portion of the debt incurred by the Glasgow Education Society" on account of the Normal seminary; also the sum of 500*l.* towards the expenditure of the institution for the year commencing at the term of Martinmas, 1842, the

same to be repeated annually at the pleasure of your Lordships.

And your petitioners will ever pray.

(Signed) JAMES BUCHANAN, Vice Convener.

Edinburgh, 26 November, 1842.

Committee of Council on Education, Council Office,  
Whitehall, 29th July, 1843.

SIR,

I AM directed by the Committee of Council on Education to recall your attention to my letter, dated the 31st December, 1841, enclosing minutes which their Lordships had then framed respecting the establishment of Normal and Model schools, both in Edinburgh and Glasgow, under the General Assembly of the Church of Scotland.

Since that period, considerable correspondence has occurred respecting the arrangements contemplated in these minutes, for the establishment of a Normal and Model school in Glasgow. Their Lordships have not received any further communication concerning the Normal and Model school in Edinburgh.

The establishment of these schools, both in Edinburgh and Glasgow, was however regarded as one plan. My Lords did not contemplate the establishment of the Glasgow Normal school alone, but in connexion with the erection of a Normal school in Edinburgh; and they did not intend to pay the grants for the erection or establishment of these schools, unless they were satisfied there was a fair prospect that the sums required for their maintenance would be regularly contributed by the General Assembly.

The correspondence has been for a short time in suspension, in order that the Education Committee of the General Assembly might have time to ascertain, whether the resources at their command would enable them to embrace the whole of this scheme.

My Lords are prepared to give full effect to their minutes. They have appropriated 5000*l.* according to the terms of the first part of their minute, for the establishment of the Glasgow schools. They have set apart 5000*l.* towards the erection of the Edinburgh Normal school, on the conditions of the second part of their minute; and according to the terms of the third part of their minute, they will be ready to pay 500*l.* per annum to each of these institutions, provided the General Assembly appropriate 500*l.* per annum also to each school.

My Lords are desirous to ascertain, whether the Education Committee of the General Assembly anticipate they will be able to carry into execution the plan, both for the establishment of the Glasgow Normal school and the erection of the Normal

school in Edinburgh, and likewise to make the annual grants required for the maintenance of these institutions.

You will therefore be pleased to submit this letter to the Education Committee of the General Assembly, and to request their early consideration of its contents.

I have the honour to be,

Sir, your obedient servant,

(Signed)

J. P. KAY SHUTTLEWORTH.

*John Gordon, Esq.*

SIR,

Edinburgh College, 3 August, 1843.

I HAVE the honour to acknowledge the receipt of your letter of the 29th ult., and having laid the same before the General Assembly's Education Committee, am now directed to transmit to you the accompanying copy of a minute of a meeting held by them on the subject, of this date.

I have the honour to be,

Sir, your very obedient servant,

*J. P. Kay Shuttleworth, Esq.* (Signed) JOHN GORDON.

COPY MINUTE of the GENERAL ASSEMBLY'S EDUCATION  
COMMITTEE, dated 3rd August, 1843.

Present

Rev. Dr. Muir,

John Bowie,

Rev. Dr. Grant,

James McInnes,

Rev. John Paul,

John Swinton.

Rev. James Feitch,

John S. More,

Rev. James Macfarlane,

David Smith.

A communication from the Committee of the Privy Council on Education now laid before the meeting and considered.

The Committee of Council therein express a desire "to ascertain whether the Education Committee of the General Assembly anticipate they will be able to carry into execution the plan both for the establishment of the Glasgow Normal school and the erection of the Normal school in Edinburgh, and likewise to make the annual grants for the maintenance of these institutions."

In reply, the General Assembly's Education Committee desire to call to remembrance that in the month of November last, they transmitted to the Committee of Council a petition stating that they were prepared to "fulfil the conditions on which the grant of 5000*l.* was offered for the seminary in Glasgow;" and also that they were willing to "appropriate the sum of 500*l.* per annum from the ordinary fund towards the annual expenditure of the Glasgow seminary."



They now beg to repeat that they are still prepared to fulfil, in the manner which they formerly described, and which the Committee of Council expressly approved, all the conditions on which the grant of 5000*l.* was offered for the seminary in Glasgow; and also, that they are no less willing and able than formerly to appropriate the sum of 500*l.* per annum from their ordinary fund, towards the expenditure on that seminary.

It now appears, however, that "the establishment of the schools, both in Edinburgh and Glasgow, was regarded by the Committee of Council as *one plan*"; that their Lordships did not contemplate the establishment of the Glasgow Normal school alone, but in connexion with a Normal school in Edinburgh;" and that therefore the negotiation in regard to the Glasgow seminary, already advanced to the last stage, is to proceed no farther until the Assembly Committee are prepared to fulfil the conditions in regard to the seminary in Edinburgh.

The Assembly Committee had not before been aware that such was the view entertained by their Lordships. They believed that the grants for the Glasgow seminary were intended to take effect whenever the conditions in respect to it were fulfilled and whatever degree of progress might then happen to be made in regard to the other school. Such was the understanding also of the directors in Glasgow, and so the matter has been apprehended by the Church of Scotland. The Committee think it necessary to state the grounds on which they had taken up this impression, and conceived that they were warranted in communicating the same to the public.

1. It was not intimated in the minute of Council of 31st December, 1841, that the arrangements proposed for the two schools were considered as inseparable parts of one plan, and such being the view of the Committee of Council, it may be regretted that the minute contained no explicit announcement in regard to it, seeing that it involved a point sure to emerge afterwards as one of practical importance.

2. The petition before referred to, prayed for an advance of the grants for the Glasgow school, not prospectively, but at once, "upon the necessary deed of conveyance being made out and executed by the parties;" and this, while their minute of 25th November, accompanying the petition, stated that, "from causes unnecessary to be noticed, the whole amount then subscribed for both schools did not exceed 1300*l.*," plainly intimating that the committee desired the one arrangement to take effect before the other, and did not apprehend any obstacle from the fact of a simultaneous progress being necessary.

This evident understanding of the matter on their part was not corrected in the reply of the Committee of Council contained in their minute, in reference to that petition. On the contrary, their Lordships therein resolved that the grant

of 5000*l.* should be paid, when "all the terms of their Lordships' minute are fulfilled." These terms are there repeated, and among them it is not stated, that before the grant could be paid the conditions for the proposed school in Edinburgh were also to be fulfilled, and that the two schools must advance together.

Farther, the agreement with the Glasgow Society, which was submitted to the Committee of Council, assumes throughout, that the conveyance was to take place, and the public grant to be advanced immediately, and while the subscription was still in progress; consequently before the conditions in regard to the Edinburgh school were fulfilled. Nay, the first Article of that agreement expressly stipulates an immediate application for the grant of 5000*l.* The chief part of the agreement indeed has no meaning unless on the supposition that the Glasgow school was to be transferred, before the Committee should be in a condition to commence the one in Edinburgh. Now this agreement in all its parts was deliberately considered, and expressly sanctioned by the Committee of Council.

3. On the 10th of May last, the draft of a deed conveying the buildings of the Glasgow school was in terms of the minute of Council, transmitted to the Committee of Council for their revisal. On the 17th of that month, it was intimated by the Committee of Council that the draft of the deed had been placed in the hands of their counsel for revisal, and that they desired to know whether there was any existing mortgage of the buildings. But in the communication no inquiry was made as to the progress of the subscription for the Edinburgh school; no indication was given that that subscription was expected to be completed before the transaction as to the other school could proceed farther. On the contrary, the deed was sent for revisal to the legal assessor, seemingly with a view to its immediate execution; and this, while it was known that the subscription for both schools did not yet exceed 1300*l.*, consequently that the prospect was remote of the means being obtained to complete the required erection in Edinburgh.

The Committee respectfully solicit their Lordships' reconsideration of the documents now referred to; and they confidently trust it will be seen to have been impossible for them to have formed any other idea than that it was their Lordships' intention to advance both the grants for the Glasgow School, simply upon the fulfilment of the conditions in respect to that school alone, without reference to the other.

The Committee repeat that they are now, as they have been for the last six months, prepared to fulfil these conditions; in particular, to expend on that school, from their own funds, the sum of 500*l.* per annum; and they do not doubt that their simple engagement to do so, as a Committee of the General

Assembly, who have never failed to fulfil their obligations, will be as satisfactory to the Committee of Council now as it was at any former period.

It is necessary to add that the Committee have all along intended to continue their Normal school in Edinburgh, in as great efficiency as heretofore, even after they shall have succeeded to the charge of the school in Glasgow; and that if it be thought indispensable that Normal schools should exist at the same time in both cities, it is hoped the present school in Edinburgh may be accepted as a school of that description until more suitable accommodation has been provided.

In these circumstances they confidently trust that the Committee of Council will, by an immediate advance of the proposed grants, enable them to fulfil the agreement with the Glasgow Society, to receive the seminary under their charge, and at the same time to relieve it from a situation in which its difficulties are daily and unavoidably increased.

In regard to the erection in Edinburgh, they will be enabled in the course of a few days to state to the Committee of Council the exact amount they are now prepared to expend on that undertaking; and they trust that, with their Lordships' sanction, a commencement may be soon made of an edifice every way suited to the purpose.

Committee of Council on Education, Council Office,  
Whitehall, 5 August, 1843.

SIR,

I HAVE the honour to acknowledge your letter, and a minute of the Education Committee of the General Assembly, both dated the 3rd of August.

In the absence of the Lord President, a few days must elapse before the minute of the Education Committee can be submitted to the Committee of Council on Education.

In the mean time I hope to receive from you the communication which the Education Committee of the General Assembly propose to send respecting the Edinburgh Normal school. I allude to the concluding paragraph of the minute in which the Education Committee say, "In regard to the erection in Edinburgh, they will be enabled in the course of a few days to state to the Committee of Council the exact amount they are now prepared to expend on that undertaking; and they trust that, with their Lordships' sanction, a commencement may be soon made of an edifice every way suited to the purpose."

My Lords relied with confidence on the zeal and energy of the Education Committee, and consequently they were satisfied that, as they had received no intimation that the plan of erecting a Normal school in Edinburgh was abandoned, it was

deemed to be an object worthy of the exertions of the church, and likely to be accomplished at an early period. Before, however, the arrangements respecting the Glasgow Normal school were concluded, my Lords thought it desirable, as they had received no statement that any considerable progress had been made in collecting resources for the establishment of the Edinburgh Normal school, according to the terms of their minute, to ascertain what prospect the Education Committee had of carrying that part of the original plan into execution (in accordance with the concluding paragraphs of Mr. Gibson's letter, dated December, 1841, on which their Lordships' minute was founded), and likewise with the letter dated 31st of December, 1841, (enclosing that minute,) in which I announce their Lordships' intention to grant 10,000*l.* (ten thousand pounds) to the General Assembly, to found two Model and Normal schools, one in Edinburgh and the other in Glasgow, and also to appropriate 1000*l.* (one thousand pounds) per annum to the maintenance of these schools.

I am desirous to convey to you the assurance, that the Committee of Council are not disposed to postpone the execution of one part of their minute, until the whole is fulfilled, provided the intention of the Education Committee of the General Assembly remains unchanged, and there is a fair prospect that their exertions to carry the plan into execution will be successful.

I have the honour to be,

Sir, your obedient servant,

(Signed) J. P. KAY SHUTTLEWORTH.

*John Gordon, Esq.*

SIR,

Edinburgh College, 10 August, 1843.

I HAVE the honour to acknowledge the receipt of your communication of the 5th inst., which I have laid before the General Assembly's Education Committee.

They desire me to express their gratification in being offered that, "the Committee of Council are not disposed to postpone the execution of one part of this minute until the whole is fulfilled, provided the intention of the General Assembly to carry the whole into execution remains unchanged;" and they trust that, having offered to fulfil the conditions in regard to the Glasgow seminary, and being resolved to proceed with the establishment of the one in Edinburgh, no delay may now take place in the completing of their title to the erection in Glasgow, and in their entering on the management of that institution.

In regard to the seminary in Edinburgh, the Committee

request you will do them the favour to present the accompanying memorial and petition to the Committee of Council.

I have the honour to be,

Sir, your very obedient humble servant,

(Signed) JOHN GORDON.

*J. P. Kay Shuttleworth, Esq.*

Unto the RIGHT HONOURABLE the COMMITTEE of HER MAJESTY'S PRIVY COUNCIL ON EDUCATION.

THE MEMORIAL and PETITION of the EDUCATION COMMITTEE of the GENERAL ASSIMBLY of the CHURCH of SCOTLAND :

HUMBLY SHOWETH,

That by minute of Council dated 31st December, 1841, your Lordships "Resolved that 5000*l.* be granted to the Education Committee of the General Assembly of the Church of Scotland, to enable them to erect a building for Model and Normal schools in Edinburgh," on the following among other conditions, "that the General Assembly raise 5000*l.*, in addition to the 5000*l.* granted by the Committee, and that the whole of these sums be expended on the erection of the Model and Normal School buildings and on the purchase of a suitable site.

That your Lordships, by the same minute, further "Resolved to grant 500*l.* per annum" to that Model and Normal school in Edinburgh, on the following among other conditions: "That the General Assembly grant 500*l.* per annum in addition towards the annual expenditure" of that school.

That the memorialists are now prepared to advance towards the erection of the said Model and Normal school building in Edinburgh, and the purchase of a suitable site therefor, the sum of 2500*l.*

That they are also now prepared to advance the sum of 500*l.* per annum towards the annual expenditure of that school.

That if your Lordships shall be pleased so far to modify the above Resolutions as to accept of these advances on the part of the memorialists for their respective purposes, and to meet the same by advances of the like amount from the funds at your disposal, that is, of the sum of 2500*l.* for the building and 500*l.* per annum for the annual expenditure, the memorialists state it as their deliberate conviction that the sum of 5000*l.* will suffice for the purchase of a suitable site, and for the erection of a building in all respects suitable and sufficient for the purposes of a Model and Normal school in Edinburgh; and this opinion they rest on the following among other considerations,—that recently a very large accession has been made to

the means of elementary education in Edinburgh by the establishment in different parts of the town of schools on the Heriot Foundation; which schools, besides being served by well-qualified masters, offer the further attraction of a gratis instruction; that there are also numerous and well-frequented schools connected with the Kirk Sessions, and accessible, by the reduced rate of school fees, to the children of the poor; and that, in consequence, a very large resort of ordinary pupils cannot be expected to the Model school in connexion with the Normal, however well accommodated and however well conducted; probably not more than 200 pupils.

It is believed that, under these circumstances, which are partly of recent occurrence, though they are likely to be of lasting continuance, a building may be erected at the cost above mentioned, affording every necessary accommodation for the purposes of a Model and Normal school; and in making the proposal to proceed on that scale, it is hoped the memorialists may not be thought to show an undue anxiety to recommend it to your Lordships' acceptance, by suggesting the possible disadvantage and danger to the institution, if by chance it should display to the public view an amount of accommodation in any great degree disproportioned to the use. If what is now proposed shall be approved by your Lordships, a plan of the intended building may be afterwards submitted to your inspection.

The other conditions expressed in the minute of Council of 31st December, 1841, the memorialists are also prepared to fulfil

May it therefore, please your Lordships to grant the sum of 2500*l*. towards the erection of a building for a Model and Normal school in Edinburgh, and the sum of 500*l*. annually towards the maintenance of the seminary, and upon condition of the like sums being advanced by the memorialists, and upon their fulfilling the other conditions specified in the minute of Council of 31st December, 1841.

And your Petitioners will ever pray.

(Signed)

WILLIAM MUIR, Convener

Edinburgh, 10th August, 1843.

Committee of Council on Education, Council Office,  
Whitehall, 1 September, 1843.

SIR,

THE Committee of Council on Education have had before them the recent minutes of the Education Committee of the General Assembly, and your letters enclosing those minutes, concerning the establishment and support of a Model school.

for the instruction of the children of the poor in each of the cities of Edinburgh and Glasgow in connexion with a Normal school, for the instruction and training of schoolmasters in each of those cities.

Their Lordships have especially considered the proposal that the sum to be expended on the Model school for the poor, and in the Normal school for training schoolmasters in Edinburgh, should not exceed 5000*l.* instead of the contemplated outlay of 10,000*l.*, and that the sums to be respectively contributed by the General Assembly, and by the Committee of Council on Education, should be reduced to 2500*l.*

Their Lordships are desirous that it should be borne in mind, that when they proposed the expenditure of 1000*l.* per annum for the maintenance of the Edinburgh Normal and Model schools (beyond the fees paid by the students and pupils) they chiefly had in view the arrangements necessary for the instruction and training of the masters, who should pass through the prescribed course of lectures and lessons, in the classes of the Normal school, and who should attend the Model school, to be trained in the practical duties of schoolmasters, by assisting in the general discipline and management, and in the instruction of the classes of poor children taught in that school.

The proposed building should therefore contain accommodation, not merely for the assembling of a school of 200 poor children, which the Education Committee propose should form the Model school, but also of convenient class-rooms for the instruction of the students in attendance on the Normal school; a room for a library, another for the requisite apparatus of instruction, and a board-room.

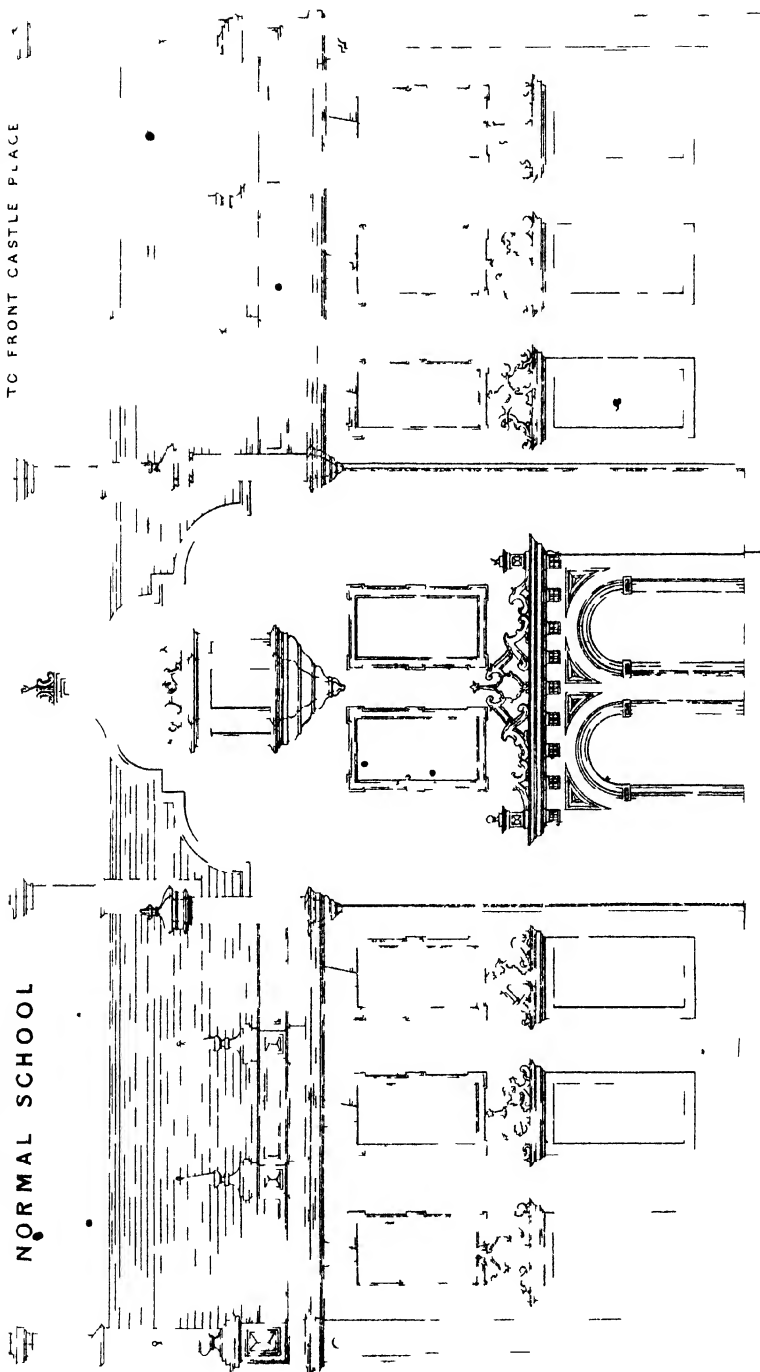
Their Lordships had in view further arrangements, when they proposed the expenditure of 10,000*l.*, and they are still of opinion that if the students could reside under the same roof with the rector, and form one household, of which he was the head, not only would their instruction be prosecuted with greater regularity and success, but the formation of their characters and the regulation of their habits would become an object of more peculiar solicitude.

In the building which it is now proposed to erect, arrangements cannot be made for the residence of the students; but if the Education Committee are of opinion that the class-rooms and other apartments requisite for the instruction of the students of the Normal school (together with the Model school) can be erected for 5000*l.*, my Lords are unwilling to refuse their consent to the alteration of the scheme of expenditure in accordance with the wishes of the Education Committee of the General Assembly.

They agree therefore that the sums to be contributed towards the erection of the Normal and Model school, building by

PRINCIPAL ELEVATION  
TO FRONT CASTLE PLACE

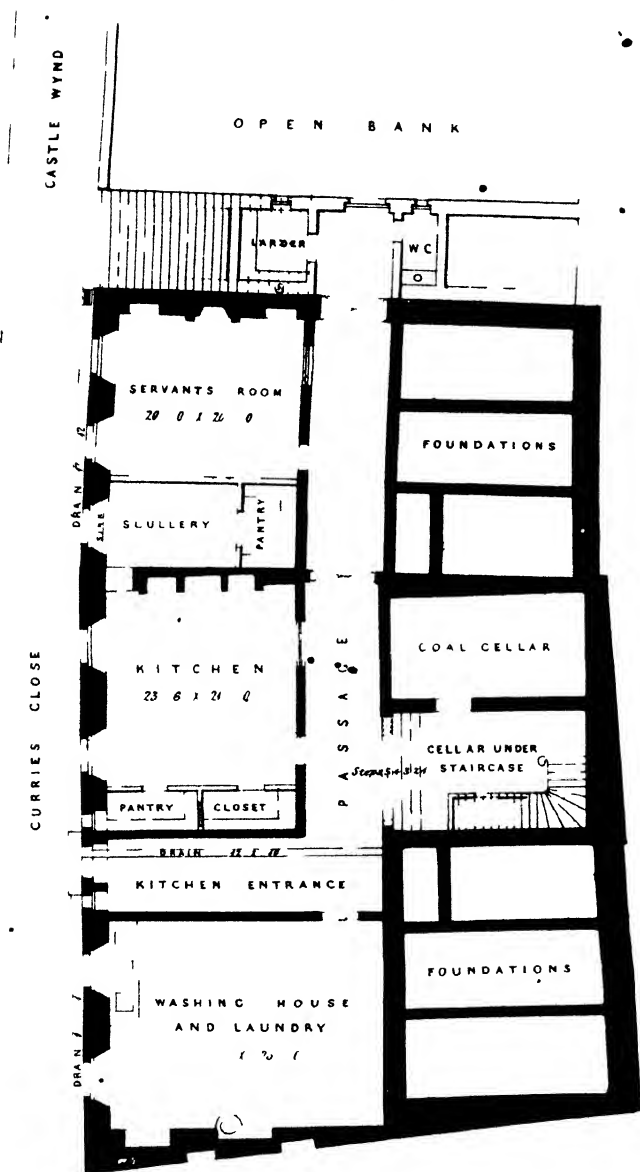
EDINBURGH  
NORMAL SCHOOL





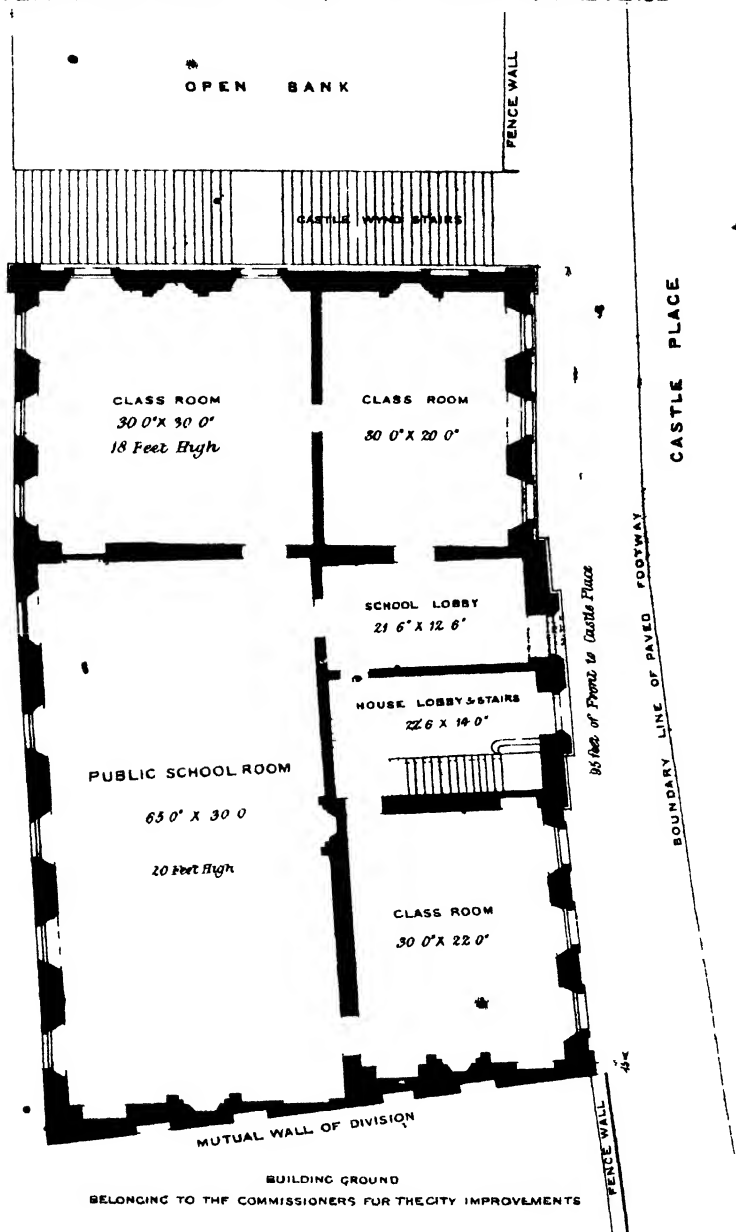
# EDINBURGH NORMAL SCHOOL

PLAN OF GROUND FLOOR ON THE LEVEL OF CURRIES CLOSE



# EDINBURGH NORMAL SCHOOL.

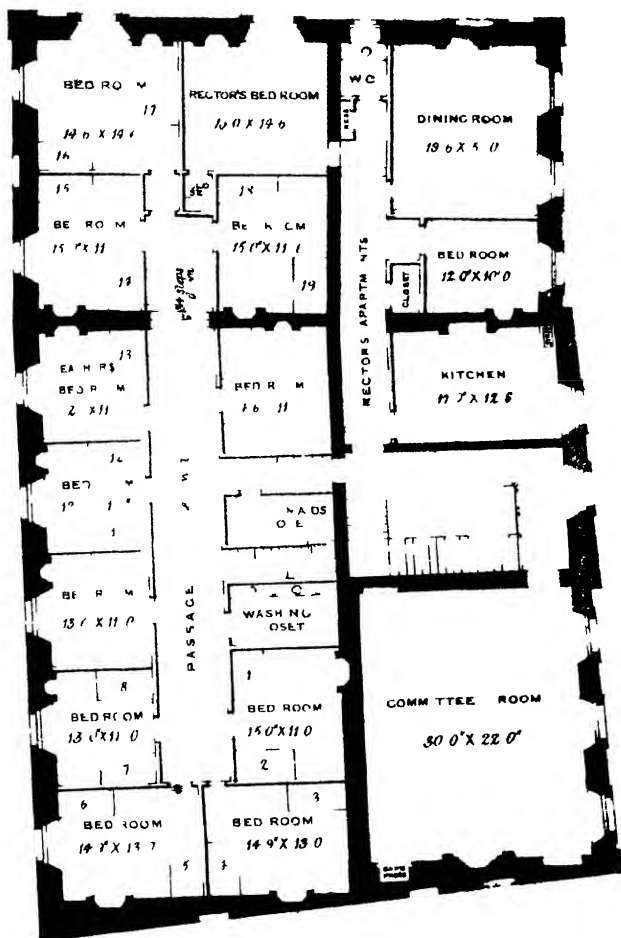
PLAN OF THE PRINCIPAL FLOOR, ON THE LEVEL OF CASTLE PLACE



10 5 0 10 20 30 40 50 60 feet

Scale of Feet

# EDINBURGH NORMAL SCHOOL. PLAN OF UPPER FLOOR



Scale of Feet  
10 5 0 11 20 30 40 50 60

the Education Committee of the General Assembly and their Lordships shall respectively be 2500*l.* instead of 5000*l.*

I am to request that, as soon as the site has been selected and the plans prepared, they may be submitted for their Lordships' approval, and to say that their Lordships will be ready to instruct their architect to prepare, without charge, a sketch of the plan of the proposed schools, in accordance with any instructions which the Education Committee may furnish him for his guidance, if that arrangement will prevent expense, or promote the early success of the plans of the Committee.

If the Education Committee desire the assistance of their Lordships' architect, they will therefore furnish him with a plan of the site, and with the requisite instructions. With regard to the annual sum of 500*l.* which their Lordships expressed their willingness to grant towards the maintenance of these schools, they think it right to ask for further information, inasmuch as the reduction of the expenditure upon the building will, as they conceive, diminish necessarily the extent of accommodation, and consequently of the maintenance of the establishment, towards which they consented to make that grant.

I have the honour, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

*John Gordon, Esq.*

Secretary to the Education Committee of the General Assembly  
of the Church of Scotland.

SIR,

Edinburgh College, September 16, 1843.

YOUR communication of the 1st current has been laid before the General Assembly's Education Committee. They desire me to express their grateful acknowledgments that the Committee of Council have been pleased to assent to the proposed alteration in the scheme of expenditure upon the building for a Normal School in Edinburgh, by agreeing that the sums to be contributed towards the object by them and by the Committee of the General Assembly shall be respectively 2,500*l.*, in place of 5,000*l.*, as formerly proposed.

I have further to signify that no delay will take place in the selection of a proper site for the building; and that the Committee will very thankfully receive the assistance of their Lordships' architect in the preparation of a plan. They could wish also to have their Lordships' permission to confer with that gentleman, even now, in the choice of a site.

In the plan of the building to be submitted for their Lordships' approval, it will be kept in view that the great object of the seminary is to afford to young men a complete training for the office

of elementary teachers; and that the classes which are to give the opportunities of practice in teaching, and which form what is called the Model School, will be assembled there mainly in subservience to that object, consequently that a considerable variety of accommodation must be provided; in particular, convenient class-rooms for the Model School and for the instruction of students under training, a library room, and a room for apparatus. They reckon that the sum which is now at command will suffice for the erection of a building suitable in these and all other particulars to the purpose in view.

The Committee observe with the highest respect the solicitude so considerably expressed by their Lordships, that the students under training may have every possible advantage for the successful prosecution of their studies, and for the right formation of their characters. They participate in that anxiety; and though it be not now proposed that the building be constructed for the residence of the students, they are deeply sensible of the importance of these young men living much under the eye and direction of the rector; and from the first, the necessity has been perceived of making some very careful provision for their lodging, in whatever part of this large city it may be chosen. To this matter, therefore, they intend to direct their particular attention.

Their Lordships have requested information as to the probable annual expenditure upon the seminary when carried on in the building now proposed. The Committee are of opinion that to maintain it according to its rank as an establishment under the Church, and honoured by the countenance and support of the Government, an expenditure will be required of at least 1,000*l.* per annum. This will be employed chiefly in defraying the salaries of the rector and his assistants, and in the maintenance of the students; and it has not been intended that the outlay in these particulars should be less than it would have been, had the seminary been carried on in the larger edifice first proposed. It is not anticipated that there will be a less resort of students, for whose maintenance provision must be made: and the Committee retain the same opinion as formerly, of the necessity of requiring the highest qualification in the masters, and of securing them by adequate remuneration. They trust, therefore, and consider it indeed essential, that their Lordships should continue the grant of 500*l.* per annum, on the condition of the like amount being advanced by the Church.

I have the honour, &c.

(Signed) JOHN GORDON.

*J. P. Kay Shuttleworth, Esq.,*

Secretary to the Privy Council Committee on Education.

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SIR,

Edinburgh College, November 27, 1843.

I HAVE the honour to transmit to the Committee of Council on Education the accompanying extract minute of the General Assembly's Education Committee, relative to the selection and feu of a site for the proposed new Normal School in Edinburgh.

I have also transmitted by this day's mail, under cover addressed to you, the plans and elevations which have been prepared by the architect of the Commissioners for the New Improvements in this City; and which the Assembly Committee will be well pleased that their Lordships direct to be submitted to the Government architect.

I have, at the same time, as directed by the minute, to express the desire of the Committee that their Lordships may be pleased, in order that the building may proceed without delay, now to remit the sum of 2,500*l.* agreed to be granted from the fund at their disposal, and to state that the Assembly Committee are prepared immediately to advance the like amount.

I have the honour to be, &c.

(Signed)

JOHN GORDON.

*J. P. Kay Shuttleworth, Esq.,*

Secretary to the Privy Council Committee on Education.

*Extract Minute of the General Assembly's Education Committee,  
22nd November, 1843.*

Present—

Rev. Dr. Muir.  
Rev. Dr. Grant.  
Rev. John Paul.  
Rev. James Macfarlane.  
Rev. James Veitch.  
Mr. John Bowie.  
Mr. James M'Innes.  
Mr. D. Smith.  
Mr. Adam Longmore.



The Sub-Committee, to whom the matter of selecting and feuing a site for the new Normal School in Edinburgh had been specially remitted, reported that they had, as authorized at last meeting, made offer to the Commissioners for the New Improvements, of the sum of 40*l.* per annum, as the feu duty for the stance selected for the said school, conditioning that the feu duty was not to be exigible till after the term of Whitsunday, 1845, and that this offer had been accepted. The Sub-Committee farther reported that the site fixed on was, in their opinion, peculiarly eligible, and that they were happy to find that such was also the opinion of several respectable and influential gentlemen, residents in Edinburgh, and who take a deep interest in this national undertaking. The Sub-Committee farther reported that, as directed, they had procured plans and elevations of the proposed building from Mr. George Smith, architect, Edinburgh, and who holds the appointment of architect for the

city improvements; that as by the rules of the Commissioners for the New Improvements, the elevation and ground plan of all houses to be built on the ground belonging to the Commissioners required to be prepared by their own architect, the Committee deemed it best, under the circumstances, to request Mr. Smith also to prepare the plans of the interior arrangements; and the Sub-Committee reported that the same, as prepared by Mr. Smith and now submitted, appeared to be eminently calculated to meet the objects of the Committee.

The Committee, after consideration, unanimously approved of the proceedings of the Sub-Committee and of the plans produced, and direct that the same be forthwith transmitted for the examination and approval of the Committee of Council on Education. And in transmitting these plans they desire to explain, that the ground which has been selected for the new institution is situated on the Castle Hill Terrace and in the immediate neighbourhood of the new Assembly Hall; that as the ground slopes to the south, the front elevation of the proposed building will consist of only two storeys, while the elevation of the back will be four storeys; that this peculiarity, so far from being a disadvantage, may be viewed as the reverse, as in the under floors ample accommodation is obtained for what may be termed the domestic arrangements of the establishment; and as there is to be a separate entrance to the under storeys from the back of the house, the two great departments will thus be kept in a manner separate and distinct. It will also be seen, that in the upper floor ample provision is made not only for the apartments for a rector or head master, but also for dormitories for a limited number of annular students who may be attending the Normal School.

As it is highly desirable that the building should be immediately commenced, the Committee further directed that in transmitting the plans to and from, a special request should be made that the £2,500, agreed to be expended by Government should be forthwith remitted to Edinburgh, Thence the same, together with the like amount to be furnished by the Committee, be placed in a separate and special account, to be kept with the Western Bank, Edinburgh, on account of this building. The Committee suggest the Western Bank for this purpose, as that bank acts as general treasurers to the Education Committee; and the Committee suggest that the whole sum, including the amount to be contributed by this Committee, be now deposited as above, as payments must be made from time to time to the contractors as the work proceeds.

The Committee further directed that it should also be intimated to the Committee of Council on Education that this Committee will cheerfully submit the plans of the proposed building to the Government Architect, and not only gladly avail themselves of any suggestions which that gentleman may offer, but also of his services in inspecting the building from time to time.

SIR,

Committee of Council on Education,  
Council Office, Whitehall, November 29, 1843.

I beg to acknowledge the receipt of the plans and elevations of the Normal School proposed to be erected by the General Assembly of the Church of Scotland in Edinburgh. They have been referred to the architect of this department, and when they have been examined by him, I will communicate again with you on that subject.

I have also to acknowledge the receipt of the extract from the minutes of the Education Committee, dated the 22nd of November, 1843. Their Lordships have no doubt that the site selected is in all respects eligible, and that the plans will be found convenient. They trust it is unnecessary to convey to the Education Committee the assurance that they will be ready to afford them every facility in their power for the immediate execution of the plan.

Your letter, and the minute which it encloses, convey a request "that the 2,500*l.*, agreed to be granted by Government, should be forthwith remitted to Edinburgh, that the same, together with the like amount to be furnished by the Education Committee, be placed in a separate account to be kept at the Western Bank, Edinburgh, on account of this building."

I am directed, in reply, to refer the Education Committee of the General Assembly to the 5th condition in the minute respecting this grant, as communicated to that Committee on the 31st of December, 1841, viz. :—

"5thly. That the 5,000*l.* be not paid to the Education Committee of the General Assembly until the building is erected; until it is conveyed to the General Assembly; until the deed is registered; nor until all expenses incurred in the erection of the building are defrayed, excepting what will be liquidated by their Lordships' grant."

My Lords invariably require that this course be pursued before they direct the payment of any grant, whether for the erection of Elementary or Normal Schools. This will become apparent to the Committee from the perusal of the enclosed certificate, which the School Committee or trustees are required in every case to sign, as a preliminary to the payment of any grant.

If the title of the site be satisfactory, and the Education Committee feel no difficulty in framing a deed in conformity with the condition of the grant, they may proceed with the erection of the building, with the certainty of obtaining the money when the structure is completed.

Their Lordships have no doubt that upon this being known to any banker, the money will be advanced to the Assembly; but I am instructed to say that their Lordships do not feel themselves at liberty to depart from the conditions of the grant in this respect.



22    *Model and Normal Schools in Edinburgh and Glasgow.*

I shall be glad to receive from you, at an early period, a brief statement of the tenure on which the “stance” is held ; and I am to request that when a draft of the proposed conveyance is prepared, it may be transmitted to this office.

Both these documents will then be submitted to their Lordships’ Counsel for his approval,

I have, &c.,

(Signed)      J. P. KAY SHUTTLEWORTH.

*John Gordon, Esq., Edinburgh.*

# SCHEME OF PERIODICAL INSPECTION FOR ENGLAND AND WALES.

Committee of Council on Education ;  
Council Office, Whitehall, December 2, 1843.

MY LORD,

ACCORDING to your request I submit to you the following account of the schools for which it is desirable, in pursuance of your Lordship's Minute, dated November 22, to provide a periodical inspection, together with a plan for regulating that inspection.

The populous and manufacturing districts chiefly referred to in that Minute, lie scattered over the coal-fields and mining districts of England and Wales, and include the metropolis.

The coal-fields and mines are found in the

## *Northern Districts.*

In the counties of Northumberland,  
Durham,  
Cumberland,  
Lancashire, and  
Yorkshire.

Counties in  
which coal field  
and mines are  
the causes of  
manufactures  
and density of  
population,  
arranged in  
districts.

## *In the Midland Districts in*

Cheshire,  
Derbyshire,  
Nottinghamshire,  
Leicestershire,  
Warwickshire,  
Staffordshire,  
Flintshire,  
Denbighshire,  
Anglesea.

In what may be termed an  
*Eastern District*, there are no coal-fields nor mines.

In the *Western District* mines and coal-fields are found in

Herefordshire,  
Gloucestershire,  
Monmouth,  
Somersetshire,  
Devonshire,  
Cornwall,  
Pembroke,  
Glamorgan,

and other parts of Wales. In all these counties a dense population is

Districts for  
inspection.

employed in manufactures or mining, and the *Metropolis* and its dependencies are still more populous.

Upon examination I find the schools connected with the Church of England, which are liable to be inspected, naturally group themselves round these populous counties as centres, and form convenient districts for periodical inspection, which may be denominated

The Northern,  
The Midland,  
The Western, and  
The Southern.

There remains an *Eastern District* which, though it contains neither coal nor minerals, is the seat of extensive domestic manufactures.

I propose therefore, in the first place, to lay before your Lordship a plan based on this arrangement, for the periodical inspection of schools, aided by public grants, and connected with the Church of England.

The British schools require a separate arrangement.

There are two classes of these schools,—

Two classes of  
Church schools  
liable to inspec-  
tion.  
First.

1. Schools which were erected with aid from the Treasury, before the establishment of the Committee of Council on Education, and the trustees of which have signified their desire to be included in a plan of periodical inspection.

Second.

2. Schools which have been erected with aid from the Committee of Council on Education, and which are liable to inspection by virtue of a clause inserted in their Trust Deeds, as a condition of the grant.

List of such  
schools in every  
county in Eng-  
land and Wales.

In the following list the number of each of these two classes of schools in each county in England and Wales, is enumerated for your Lordship's information; and I also submit a large map, in which the situation of each of these schools is marked:—

#### ENGLAND.

Counties.	Class 1.	Class 2.	Counties.	Class 1.	Class 2.
Bedford . . . .	5	9	Middlesex . . . .	3	16
Berks . . . . .	3	7	Monmouth . . . .	2	2
Bucks . . . . .	..	6	Norfolk . . . . .	5	20
Cambridge . . . .	2	7	Northampton . . .	1	6
Chester . . . . .	9	17	Northumberland . .	5	5
Cornwall . . . . .	6	8	Nottingham . . . .	3	5
Cumberland . . . .	..	2	Oxford . . . . .	5	2
Derby . . . . .	3	11	Rutland . . . . .	1	..
Devon . . . . .	6	13	Salop . . . . .	4	9
Dorset . . . . .	1	7	Somerset . . . . .	7	21
Durham . . . . .	5	16	Stafford . . . . .	7	17
Essex . . . . .	7	14	Suffolk . . . . .	6	15
Gloucester . . . . .	9	19	Surrey . . . . .	2	13
Hants . . . . .	7	14	Sussex . . . . .	6	18
Hereford . . . . .	2	2	Warwick . . . . .	3	10
Hertford . . . . .	3	12	Westmorland . . . .	1	3
Huntingdon . . . .	..	7	Wilts . . . . .	7	16
Kent . . . . .	4	14	Worcester . . . . .	2	4
Lancaster . . . . .	27	39	York . . . . .	23	43
Leicester . . . . .	8	6			
Lincoln . . . . .	5	11	Total . . . . .	205	466

## WALES.

Counties.	Class 1.	Class 2.	Counties.	Class 1.	Class 2.
Anglesey . . . .	..	..	Glamorgan . . . .	1	1
Brecon . . . .	1	..	Merioneth . . . .	2	..
Cardigan . . . .	1	1	Montgomery . . . .	1	2
Carmarthen . . . .	1	..	Pembroke . . . .	1	1
Carnarvon . . . .	1	1	Radnor . . . .	..	..
Denbigh . . . .	1	2			
Flint . . . .	2	5	Total . .	12	13

The recent Minute of the Committee, dated November 22, proposes that each school, aided by grants from the Committee of Council, shall be inspected once at least in every half year. The map will show their Lordships that the schools which are open to inspection are not always contiguous.

Number of schools which an inspector can visit every half year.

As day-schools are kept from 9 o'clock till 12, and from 2 o'clock till 5; two hours only will intervene (between the morning school and the afternoon school), which can be spent by the inspector in passing from one school to another in the same day.

When a school is small and humble in its character, three hours may suffice for its examination; but one day will be too short a period for the inspection of large and important schools, the character of which can only be ascertained by an analysis of the plan on which they are organized, and a review of each subject of instruction in each class, showing the skill of the monitor, pupil teacher, or assistant, to whose care it may be committed, as well as the attainments of the children.

In the majority of cases one day will be necessary for the examination of each school.

One day generally necessary for inspection of a school.

In many cases where less than one day will suffice, no school may lie sufficiently near for inspection in the same day.

In a minority of cases two small schools may, in consequence of their character and situation, be inspected in the same day.

In a minority of cases two schools may be examined in one day.

Most elementary schools are not open on Saturdays. The inspector will ascertain that during two months in the year, varying in different districts with the nature of the employments of the population, many schools are closed.

School holidays.

The inspection can therefore be conducted on five days in the week, and during five months in each half year.

Consequently the inspector will be able to devote (26 weeks — four = 22 weeks) 22 weeks of five days, or 110 days, in each half year to the examination of schools.

On 80 of these days he will be able to examine only one school.

On 30 days he may examine two.

He will thus examine 140 schools twice in the year.

One hundred and forty schools to be inspected each half year.

He will have one day in each week free, to collate such of his reports as he cannot prepare in the evenings of the preceding days, and one month in each half year unoccupied with the usual routine of inspection.

One of these months may be devoted to recreation.

The other month may be occupied with the preparation of General Reports, and with such special claims upon the time of the inspector as will arise out of the business of the preceding months.

Inspectors' districts described in a table of counties, and in a map.

The schools for which it is intended to provide periodical inspection being in number 665, may be distributed into five districts, each containing, on an average, 133 schools.

After a careful examination of the map, I submit to your Lordship that the inspector's districts should be arranged as is described in the following table, showing the counties included in each district, and the number of each class of schools in each county; the extent of each district is more clearly shown in the accompanying map, in which the outlines of the proposed districts are coloured.

	Counties.	Number of Schools to which Grants have been made by the Treasury, and the Trustees of which are willing to invite Inspection.	Number of Schools to which Grants have been made by the Committee of Council, on the condition of Inspection.
Northern.	<b>NORTHERN DISTRICT :—</b>		
	Northumberland . . . .		5
	Cumberland . . . . .		2
	Durham . . . . .	5	16
	Westmoreland . . . .	1	3
	Lancashire . . . . .	27	39
	North Riding Yorkshire.	3	4
	East Riding „ . .	5	5
	West Riding (part of) „ .	11	17
	Number of schools in } Inspector's district }		
Midland.	<b>MIDLAND DISTRICT :—</b>		
	Part of West Riding . .		15
	Lincolnshire . . . . .		11
	Nottinghamshire . . . .		5
	Derbyshire . . . . .		11
	Staffordshire . . . . .		17
	Salop . . . . .		9
	Chester . . . . .		17
	<b>WALES.</b>		
	Flint . . . . .		
Eastern.	Denbigh . . . . .		
	Anglesea . . . . .		
	Carnarvon . . . . .		1
	Merioneth . . . . .		
	Montgomery . . . . .		2
	<b>Total schools . .</b>		
	<b>EASTERN DISTRICT :—</b>		
	Leicestershire . . . . .	8	
	Rutland . . . . .	1	
	Northampton . . . . .	1	6
	Huntingdon . . . . .	..	7
	Cambridge . . . . .	2	7
	Norfolk . . . . .	5	20
	Suffolk . . . . .	6	15
	Essex . . . . .	7	14
	Hertfordshire . . . . .	3	12
	Bedford . . . . .	5	9
	Buckingham . . . . .	..	6
	<b>Total schools</b>		

TABLE—continued.

Counties.	Number of Schools to which Grants have been made by the Treasury, and the Trustees of which are willing to invite Inspection.	Number of Schools to which Grants have been made by the Committee of Council, on the condition of Inspection	Total.
<b>WESTERN DISTRICT:—</b>			
Worcester . . . . .	2	4	6
Hereford . . . . .	2	2	4
Gloucester . . . . .	9	19	28
Oxford . . . . .	5	2	7
Dorset . . . . .	1	7	8
Somerset . . . . .	7	21	28
Devon . . . . .	6	13	19
Cornwall . . . . .	6	8	14
Warwick . . . . .	3	10	13
Monmouth . . . . .	2	2	4
<b>WALES.</b>			
Cardigan . . . . .	1	1	2
Radnor . . . . .	..	..	..
Brecknock . . . . .	1	..	1
Pembroke . . . . .	1	1	2
Carmarthen . . . . .	1	..	1
Glamorgan . . . . .	1	1	2
Total schools . . .	..	..	139
<b>SOUTHERN DISTRICT:—</b>			
Middlesex . . . . .	3	16	19
Berkshire . . . . .	3	7	10
Hants . . . . .	7	14	21
Surrey . . . . .	2	13	15
Kent . . . . .	4	14	18
Sussex . . . . .	6	18	24
Wilts . . . . .	7	16	23
Total schools . . .	..	..	130

Western.

Southern.

The districts being thus apportioned, I submit to your Lordship the mode in which the visitation of these schools by the inspectors should be regulated.

The mode of regulating the visits of the inspectors to schools.

Each inspector having nearly 140 schools apportioned to him to be inspected in five months of each half year, it may be convenient to divide his district into

#### Five Sections.

Each section should contain at least 12 schools; which, from their character and contiguity, may be inspected at the rate of two in the same day. Thus, in five months, 60 such schools would be inspected in 30 days; leaving 80 days (out of 110) for the inspection of the remaining 80 schools.

Five sections, containing each twenty-eight schools.

Five such sections having been apportioned on the map, the inspector should be directed to report in what months the school holidays of his

Each section to be inspected in a particular month.

district occur, and which would be the most convenient month for the inspection of each section of his district.

The Lord President having this information, would then direct that each section be inspected in a particular month.

Inspector to give notice of day of examination.

Some weeks before commencing his tour of inspection in any section of his district, the inspector should prepare a scheme of his route in that section for the approval of the Lord President, and as soon as this route was sanctioned, he should give notice, by a circular, to the committee or trustees of each school, of the day on which he is directed to examine the school; of the time at which he will arrive, and the period he will devote to the inspection, requesting that as his time is apportioned to this duty in connection with other similar engagements, they will give notice to the master that the children may be duly assembled, and expressing his readiness to conduct the examination in the presence of the trustees or school committee.

It may be well, however, to intimate, that if the trustees or school committee desire to be present, the short period which can be devoted to the examination of the school renders a punctual attendance important, and the absence of all interruption necessary.

Form of circular to be prepared.

One general form of circular for this purpose should be prepared in the office, and printed by the Stationery department, the requisite number being issued to each inspector half yearly.

### *Future Apportionment of Districts.*

Future apportionment of districts.

The grants of the Committee will annually increase the number of schools liable to inspection, and the trustees and school committees of many schools may, according to the terms of the instructions already issued to the inspectors, invite the inspection of their schools.

When number of schools increases.

Whenever such an invitation is given, the inspector should request that it may be made in writing, in a form sanctioned by the Committee of Council, and should then transmit the application to the Council Office to be recorded.

In this way the number of schools to be inspected in each district will increase, and unless sub-inspectors be appointed to assist the chief inspectors, a necessity will arise for contracting the area of the district, for readjusting the sections, and reorganizing the inspection from time to time; but this will be accomplished without any derangement of the general scheme of procedure, if the number of inspectors be proportionately increased.

Sub inspectors to be employed at inferior salaries when number of schools increases.

As the number of schools liable to inspection increases, the propriety of appointing *Sub-Inspectors*, at inferior salaries, to be employed in the examination of the inferior order of schools, and likewise in the organization of schools, will probably suggest itself to their Lordships, as a means of maintaining an efficient periodical inspection, without a disproportionate increase of expense.

The importance of employing *Sub-Inspectors* for the organization of schools will, at no distant period, probably be brought under the consideration of the Committee, by the urgent need of such aid experienced in the country, and by the strong sense of the importance of providing this assistance, entertained by some of the most influential prelates, and by the Committees of societies not connected with the church.

The Reports of the Inspectors will be of two kinds,—

Reports.

1. Special.
2. General.

1. The special Reports will contain answers to the form of questions appended to the instructions to Inspectors of Schools, together with such a description as each Inspector may think it convenient to give, in more general terms, of the condition of each school at each visit.

The form of these Special Reports will, in a periodical inspection, be less comprehensive, after the first visit, than on the inspection which has hitherto occurred at long intervals.

At a *primary visit* the Inspector will procure replies to the entire series of inquiries now used; but, after the first examination of the school, it will only be necessary to ascertain and record the changes which have occurred in the *general features of the school*, and special attention will be given to the series of questions which relate to the organization, discipline, and state of the instruction.

The usual series of questions should, therefore, for the purposes of a periodical inspection, be divided into two classes,—

1. Primary and secondary series of questions

1. Primary.
2. Secondary.

The results of the *primary and secondary* inquiries should be recorded in forms, contained in a book or portfolio, giving at one view the condition of the school at successive visits, both as respects its general features, and the condition of the discipline and instruction.

If such a book or portfolio were kept for *each section*, it might be transmitted to the office at the end of *each month*, for the information of the Committee of Council, copied, and returned to the Inspector.

Portfolio for each section.

The Inspector would transmit, at the same time, or, in particular cases, at an earlier period, such remarks and recommendations suggested by his visit to each school, in *separate Memoranda*, as he might wish the Committee of Council to convey to the Trustees or School Committee, for their information, and as suggestions for the improvement of the school.

Send to the office at the end of the month's inspection, with memoranda, for use of school committees.

These Memoranda, having been submitted to the Lord President, would, as far as they were approved, be communicated officially to the Trustees, or School Committee, by the Secretary.

Besides the *Special Reports* recorded in the forms comprised in the book or portfolio of each section, each Inspector will half-yearly present a *General Report*, conveying to the Committee such general views and reflections as may be suggested by his labours, and containing the classified results of his tour of inspection.

General reports.

Special inquiries may also occasionally be required for the information of the Committee of Council, or in consequence of suggestions conveyed to the Lord President from without.

Special inquiries.

No such inquiries will, however, be undertaken, otherwise than by the direction of the Lord President, nor any reports made, excepting to the Committee of Council on Education.

To be undertaken only by direction of Lord President.

#### CHURCH OF ENGLAND SCHOOLS.

Four or five additional Inspectors will be required for the examination of Church of England Schools.



## BRITISH SCHOOLS.

British schools.

The number of British schools liable to inspection in England and Wales does not exceed seventy-eight; and one Inspector may examine these schools, and the Normal and Model Schools in the Borough-Road, twice in the year. The British Schools have not hitherto generally invited the visits of the Inspectors.

## NORMAL SCHOOLS.

Besides the periodical inspection of elementary schools, it will be necessary to provide for the periodical inspection of the Normal Schools of the Church of England which have been aided by public grants, and of the Normal and Model Schools in the Borough-Road.

Mode of inspecting Normal Schools.

Many considerations are involved in this important subject, and the Inspectors have not hitherto received any instructions from your Lordship as to the mode of conducting the examination of Normal Schools. On the course to be pursued by them, nevertheless, depends the estimate of the extent of duty for which it is necessary to provide. For these reasons it has appeared to me expedient to submit to your Lordship the view I take of the mode of conducting the inspection of Normal Schools, as suggested by my own experience in directing and visiting such establishments.

Inspection is ameliorative, not corrective.

I apprehend that the Committee, when they issue directions to their Inspectors for their guidance in the examination of Normal Schools, will repeat in emphatic terms the injunctions contained in their instructions respecting the inspection of elementary schools, viz., "that this inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement; and that its chief objects will not be attained without the co-operation of the School Committee (or Boards of Direction), the Inspector having no power to interfere, and not being instructed to offer any advice or information, excepting where it is invited."

Impartiality to be reconciled with encouragement.

The inspection of Normal Schools, as well as of Elementary Schools, is intended to be *ameliorative*. The efforts of the Inspectors will therefore be directed to combine impartiality in their proceedings and reports, with encouragement to the promoters of elementary education.

In order to reconcile the necessary impartiality with the ameliorative tendency of inspection, several considerations suggest themselves under the following division of subjects of inquiry.

1. The intellectual acquirements of the pupils of Normal Schools.
2. The moral condition of such establishments.
3. The religious condition.

Intellectual condition.

Under the first of these heads a preliminary question arises respecting the mode in which the intellectual acquirements of the pupils may be most satisfactorily examined.

The Inspector will, in the first place, make himself acquainted with the method which each master in the Normal School pursues, in imparting instruction to his class, on each of the subjects which he teaches. For this purpose the Inspector will attend one of the usual lessons of the class.

He will then request the master to give him a written sketch of the course of instruction through which the class has passed.

It may be desirable that an oral examination of the class should follow; and that the power which the pupils have acquired of *exposition* on the subject of instruction should be tested. Oral examination and trial in exposition.

To these preliminary inquiries should succeed an examination by written questions prepared by the Inspector, without conference with the principal or master, and delivered by himself personally to the class, at the time when his examination on that subject commences. The replies to these questions should be written in the presence of the Inspector, without any assistance from books or papers, or from any other source, and these replies should afterwards be carefully examined and tabularized. Examination by written questions, in the presence of the Inspector, without aid.

In examining the replies to the questions, it may be desirable that the Inspector should request the assistance of the master of the class, who may afford explanations concerning the methods employed, the age, character, and peculiarities of the pupil, enabling the Inspector to form a more just estimate, than he would be otherwise able to do, of the influence of the school on the intellectual progress of each pupil. In examining answers, Inspector may consult professor.

Before preparing such questions, as well as during the examination of the replies, the Inspector should avail himself of every opportunity of acquiring information respecting the nature and extent of each pupil's attainments upon his admission into the school, and on the degree of ability he has displayed on the course of study through which he has passed, lest he be led to require from pupils of this class a proficiency and an extent of information which could only legitimately be demanded from students whose minds have been subjected to a more regular and gradual training, and who, besides having passed through a complete course of education, have, during their entire lives, been in the care of well-educated parents, or in the society of well-instructed people. Should make careful inquiries concerning capacity, character, and history of each pupil.

The state of a Normal School at the period of inspection is liable to be affected by various circumstances, the enumeration of which may tend to show the caution which should be observed in attempting to form an estimate of its efficiency. State of a Normal School liable to fluctuation.

In most of these establishments the average time that the adult pupils will at present be able to remain under training will not exceed one year and a half. The periods of admission and departure will be uncertain, and, until the number of candidates for admission is in excess, cannot always be so regulated as to ensure a regular supply of pupils at fixed and convenient periods. Pupils come in at irregular periods.

The number of pupils in the schools will therefore fluctuate, and the departure of one-third, or a greater proportion, of the most advanced and skilful pupils, and the admission of a similar number of raw recruits, may occur immediately before the visit of the Inspector. Numbers fluctuate, and this affects standard of average proficiency.

Under such circumstances, the Inspector should bear in mind that some of those who remain in the higher classes of the Normal School probably continue there only because they had not sufficient talents, energy, or industry, to secure a more prominent position, and to obtain appointments as masters of elementary schools. The most efficient pupils, at such periods, will be those whose instruction has cost the largest amount of labour and skill, with the least fruit, owing to the sterility of their minds. Some in first class of lowest capacity.

Such pupils no test of efficiency of masters and methods.

To determine the skill of the masters, the efficiency of their methods, and their capacity for their duties, from the attainments of such pupils, (if regarded as average specimens of their class,) would be to judge the masters by too severe a standard, and to commit a grave practical injustice.

An annual examination of Normal Schools, insufficient.

One annual examination of a Normal School will be found insufficient to enable an Inspector to speak with confidence concerning the intellectual attainments of the pupils, and if he were to report the results of one examination only, he might place on record either the highest range of attainments ever acquired in the school, (and thus exceed the average,) or he might report the lowest of those fluctuations to which such establishments are subject.

Difficulties and casualties of such schools.

If the foregoing considerations failed to show how important it is that the inspection of such schools should occur more frequently than once in each year, it must be remembered that the progress of the pupils may be interfered with at particular periods by various casualties. One or more of the masters may have suffered from illness, and the funds of the establishment may have been unable to sustain the burthen of subsidiary aid; or a master may have been removed, and great difficulty may have been experienced, and much time lost, in securing a successor.

Among other casualties causing a considerable fluctuation in the attainments of pupils in such schools, are the temporary claims of peculiar duties. Owing to the loss of a great number of pupils of the superior class, the rest may have been employed for some months, at least double the usual daily period, in taking charge of the Model School. Such an interruption of their technical studies would be attended with the compensatory advantage of an increase in their knowledge of school discipline and management, and of their skill as teachers, but would cause a loss of expertness, precision, and accuracy, in their written replies to the examination papers, which would probably be augmented by a want of self-possession, arising from a consciousness that their attention had not, for a considerable period, been directed to the subjects of examination.

Pupils not selected on account of talent or proficiency.

In such examinations it should likewise always be borne in mind, that until Normal Schools are rendered entirely independent of the contributions of the pupils, or of their patrons, (which is perhaps undesirable,) the pupils will not be selected on account of talent or proficiency, and sometimes will be admitted even with imperfect moral qualifications.

Common state of their acquirements.

They generally enter such schools with no acquirement beyond reading, writing, and the four most simple rules of arithmetic; and often they can neither read nor write fluently, nor perform a sum in simple addition easily. This state of the pupil's attainments, on their entrance, must continue to be a source of great embarrassment to such schools, until the elementary education of the country is generally improved. But, to the obstructions arising from this source, must be added the incapacity of many of the pupils, and the slowness with which their untutored minds yield to the influences of education, and develop powers which had been dormant from inactivity and neglect. One-third of the pupils will generally be found to belong to the first of these classes, and both classes will comprise one-half the school.

Incapacity of many.

One-third ignorant. One half either uneducated or dull.

As the causes of fluctuation might affect a large portion of the pupils of a Normal School at particular periods, so they must, at all times,

more or less affect the state of the attainments of individuals in such schools, and will be most conspicuous in those whose attainments are low at their entrance, and whose faculties are feeble.

It may happen that all the causes of fluctuation in the attainments of the pupils may be accumulated at the same period, and in such case the Inspector ought to know, and to confess, that he is ascertaining and recording the *lowest fluctuation* of which such a school is susceptible.

The several causes of fluctuation may be accumulated.

These general considerations are sufficient to show that it is important the Inspector should visit a Normal School at least twice in each year; and that though he may report his examination papers, and their tabularized results, at the close of the first examination, he should not make the *general report*, containing his opinion of the condition of the establishment, until he has made a second examination.

Inspector should visit Normal Schools twice in each year.

Such a second examination will enable him to determine the progress which each pupil has made in the interval, and thus to test the efficiency of the means of instruction provided.

General report annually presented.

In Normal Schools, therefore, I recommend that there be two examinations in each year, and that the Inspector present his *general report* on the school after the second of these examinations.

After second examination.

## 2. Moral Condition.

It will be found that in investigating the *moral condition* of a Normal School, considerations of a different nature present themselves, suggesting the same conclusions.

Moral condition of Normal Schools.

To ascertain the moral state of such a school, it is necessary that the Inspector should have considerable intercourse with the masters, so that he may form a just opinion of their characters, opinions, and mode of establishing influence over their pupils.

Frequent intercourse with masters necessary.

He will of course communicate fully with the Principal on all subjects affecting the moral well-being of the household.

He will ascertain what are the domestic arrangements in the dormitories; the superintendence under which the pupils retire to rest and rise in the morning; what vigilance is exercised during the night, and the degree of decorum preserved.

Inspection. Domestic arrangements.

He will ascertain whether the diet is so simple,—whether the household arrangements are so divested of all luxury,—and whether the domestic duties performed by the students are such as to prepare them for the humble position and probable privations of a schoolmaster's life, and to prevent the growth of presumption and conceit.

For this purpose he will inquire under what superintendence domestic work is performed, and the order of the household preserved.

Domestic work

He will observe with what degree of skill and order the garden is cultivated; whether the property of the establishment is respected by the pupils, and the general signs of cleanliness of the apartments, if they are under the charge of the pupils.

Cultivation of garden.

He can only ascertain by frequent interviews with the pupils, during the daily routine of their duties; whether they are punctual, orderly, industrious; respectful in their demeanour to their superiors; subordinate to those of their own number, who may be placed in offices of trust and superintendence; gentle in their intercourse with each other; whether the mode in which they employ their leisure indicates mental activity; and whether their habits of thought, and the nature of their

Frequent interviews with pupils to ascertain manners and habits.

conversation give assurance of an open, truthful, and generous disposition, which promise a thoughtful and serious tone of mind in after-life.

The Inspector cannot ascertain the state of the manners and habits of the pupils, unless, by familiar visits, he has some means of becoming acquainted with the domestic history of the establishment.

For this purpose, therefore, something more than one annual visit of inspection is necessary.

### 3. Religious Condition.

Religious condition of Normal Schools.

Much less can the Inspector, from one visit, form any correct opinion of the serious matters which are included in the general term, the religious condition of a Normal School.

Daily religious exercises of household.

He will ascertain what are the daily religious exercises of the establishment; and he should attend them, to know in what manner they are conducted. He will thus be enabled to observe the degree of attention paid by the pupils to their general and formal religious duties.

Influence of religion on personal conduct.

His examinations will make him acquainted with the state of their religious knowledge, but it is of much more importance that he should observe the daily habits of the household. He should ascertain what attention is paid to personal religious duties: what means exist for private religious counsel, and how far they are sought and enjoyed. He should endeavour to form a just estimate of the influence of religion on the conduct of the pupils by personal observation and inquiry.

Annual Report to be the result of frequent visits.

This it will be impossible to do by an annual visit, and the paramount importance of these latter inquiries, displays the necessity there is for rendering the *Annual Report* of an Inspector on a Normal School the result, *not of one, but of several visits of inspection*, at convenient periods, scattered over the surface of the year.

### *Estimate of the Time required for the Inspection of the Normal Schools which are liable to Inspection.*

Formal inspection to occur once every half year.

These general views suggest that the inspection of each Normal School should be conducted half yearly, and that the Inspector should visit occasionally in the intervals of his examination.

Subjects of examination.

The subjects of examination will comprise—

1. Religious Knowledge, including
  - A. Biblical Instruction;
  - B. Liturgical, in Schools connected with the Church of England;
  - C. History of Christianity.
2. Reading and Writing.
3. Arithmetic and Algebra.
4. English Grammar and Etymology.
5. Geography.
6. Singing.
7. Mensuration of Planes and Solids.
8. Elements of Mechanics; Theory of Steam Engine and of Natural Phenomena.
9. English History.
10. Linear Drawing from Models.

11. Gymnastics.
12. Horticulture.
13. School Discipline and Management.
14. The Art of Governing and Instructing a Class of Children in an Elementary School.

These subjects are taught in all the existing Normal Schools which have been aided by public grants.

Each Normal School, when in full activity, will contain from 50 to 70 students.

On each subject three, if not four, classes of students will have to be examined.

The examination papers alone will, therefore, probably occupy eight days of four hours each, all the classes being assembled in one hall, to work their papers simultaneously.

While this work is proceeding the Inspector will be able to prepare other forms of questions, and to examine papers written on previous days.

The oral examination of classes, and the expository trials, will occupy at least two days; and the inspection of the Model School, together with the trials of the students in the management and instruction of classes in the presence of the Inspector, probably four days.

Fourteen days will thus be occupied in the examination of intellectual progress.

To minutely inspect the papers prepared by each student, and to tabularize the results after communication with the masters, as well as to prepare a general report, will occupy a large portion of the remaining ten days of a month of active and persevering employment.

When the scheme of instruction comprises all the subjects I have enumerated, and the school contains from 50 to 70 students, one month will be required to examine and record the intellectual state of a Normal School, and to form an accurate opinion on its moral and religious condition.

Three months must be so expended every half year in the inspection of—

St. Mark's College,  
The Battersea Schools,  
The Chester Diocesan Schools,

or six months annually. But if, in any of these schools, the scheme of instruction is more limited, or the number of students smaller, the inspection may be completed in a proportionately shorter period. These six months will be employed in work of so laborious a character, that it may be desirable that this employment should alternate with those casual and general inquiries which the Committee of Council will have to undertake, or with the inspection of some smaller district containing elementary schools.

I should therefore propose that such casual and general inquiries, or such smaller district, should be confided to the Inspector of Normal Schools.

On the foregoing grounds I submit to your Lordship the importance of appointing four additional Inspectors of Elementary Schools in connexion with the Church of England and one Inspector of Normal Schools, and that the vacancy occasioned by the promotion of Mr. Tremenhoe

Eight days' examination papers.

Oral examination and trials of exposition, two days; Model School, &c., four days.

One month, altogether will be required for inspection of one Normal School.

Three months every half year for three Normal Schools.

Casual and general inquiries to be made by same Inspector.

Five additional Inspectors of schools in connexion with the Church of England, and one of British schools required.

should also be filled up by the appointment of a new Inspector of British schools.

Salaries not to be reduced.

Considering the great importance of the duties which have to be performed, I do not think the salaries ought to be reduced, as has been suggested.

The success of the labours of the Inspectors will be greatly promoted by their conciliating the support and assistance of the gentry and clergy, and the Inspectors who have charge of large districts should have enjoyed an university education, and be men of extensive acquirements and good manners.

Sub-inspectors.

In the course of time it may be easy to place under them, in subordinate situations, a class of officers with inferior salaries.

New distribution of salary.

Though, for these reasons, I think the salary should not be reduced, I am of opinion that it may be given in a somewhat different form with advantage.

I submit to your Lordship that the salary of each Inspector should be 450*l.* per annum, with an allowance of 15*s.* per diem, *for personal expenses, while employed in the business of inspection in his district,* and that the actual expenses of locomotion should be defrayed by Government.

Progressive increase of salary for length of service proposed.

The business of inspection requires peculiar knowledge, tact, and skill, which can only be gradually acquired, and which few of the Inspectors will possess when they enter on the discharge of their duties. It is important that they should not regard their office as a mere step towards promotion, but that they should seek it as a profession to which they are willing to devote their lives. Otherwise, as soon as an Inspector had acquired the requisite knowledge and skill, he would either obtain promotion or retire in disgust, or, missing the rewards of activity and zeal, would regard his duties as a necessary drudgery, and perform them without energy or skill.

On this account I think it important that length of service should obtain progressive rewards.

I have the honour to be, my Lord,

Your obedient servant,

J. P. KAY SHUTTLEWORTH.

*The Lord President of the Council.*

## REPORT ON THE ENDOWED SCHOOL AT YAXLEY, HUNTINGDONSHIRE,

By the Rev. JOHN ALLEN, M.A., Her Majesty's Inspector of Schools.

MY LORD,

King's College, London, February 9, 1843.

THE Vicar of Yaxley having represented to me during my late tour in Huntingdonshire, the extreme dissatisfaction felt by his parishioners with reference to the state of the endowed school in that town, I was induced to communicate with the Right Honourable the Earl Brownlow, sole trustee of Yaxley school, on the subject; and having been requested by his Lordship to make a special report of its condition, I sent a notice to the master through the clergyman, of my intention to inspect the school on the morning of the 10th of October last.

The town of Yaxley lies about two miles north of Stilton; its population is 1,211, all of whom, with the exception of the inhabitants of two or three houses, are collected round the school, which is conveniently situated in the main street.

### *State of School.*

Upon entering the school-room, I found assembled 15 boys; of these seven were reading a chapter in the New Testament, the rest were sitting at a desk without any means of employing their time. On examining the acquirements of the children, I found only three who were able to read a simple verse of the New Testament without blundering, eight would read easy words with different degrees of success, and four were not advanced beyond the alphabet. The ages of the children varied from five to eleven. On inquiring farther, how long the last four had been under tuition, I found that one had been a year in the school, one half that time, one a month, and one was supposed to be deficient in intellect. Reading is taught from the New Testament, and a few of the sheet lessons of the British and Foreign School Society. Only one boy was learning arithmetic. Three wrote on paper, the rest did not use slates. The school is not opened nor closed with prayer. A few of the children attend church on the Sunday.

### *Notice of the Master.*

No reasonable hope can, as I fear, be entertained of any considerable improvement in this lamentable condition of things, so long as the present master retains his office. It is difficult to believe that any amount of instruction, however small, is communicated by him to his scholars; those farthest advanced had been taught elsewhere. His inefficiency arises not simply from



his want of capacity and training for his work, but is due also to his irregular attendance at the school. He lives at a distance on a farm which he cultivates, and having some employment also in measuring land, and in assisting the parish officers to make up their accounts, there are, as I am informed, many school hours in which no traces are to be found of school keeping, other than a few dirty children sprawling on the floor. On the first day of my visit, having sent no notice, although the time was one at which the school should have been open, the door was locked, and the master nowhere to be found. Apart from this dishonesty of receiving wages for the performance of work which he neglects, he was represented to me as of respectable character, and his manners are gentle. He began school-keeping more than 20 years ago, at the age of 36. He was at first engaged as assistant to his relative, the late schoolmaster, and in 1830, on the continued absence of the nominal master, he received the appointment during pleasure.

#### *Endowment.*

The master's name is Hanson Hatfield; he occupies some premises in Yaxley, belonging to the charity, valued at 43*l.* 3*s.* 6*d.*, from which 4*l.* 10*s.* must be deducted for the rent of three cottages, which having been repaired by the parish, are now tenanted by paupers free of charge; he has also a salary of 50*l.* Lord Brownlow's agent pays in addition an annual sum of 21*l.* for the salary of the mistress of a girls' school in Yaxley, which is also supplied with books.

These funds arise out of lands left for the endowment of Yaxley school, in the parishes of Yaxley and Tylney. The land in Yaxley parish, not occupied by the schoolmaster, is somewhat more than 15 acres in extent, its annual rent being 23*l.* 8*s.* There are 34 acres in the parish of Tylney in the county of Norfolk, from which the rent at present received is 42*l.* The vicar of Yaxley informs me that these lands are considerably underlet, and that they have been lately valued by Lord Brownlow's agent at 60*l.* per annum.

The school-room was erected about 12 years since. It is of brick with a slated roof, and a brick floor. Its area is 16 feet by 36, the height of the wall nine feet. It is in indifferent repair, and not sufficiently warm in winter. It is fitted up at one end with three desks and benches arranged according to Lancaster's plan. The master's residence is built in a great measure of wood; it is very old and much out of repair.

In my Report of Schools inspected in Derbyshire, I felt called upon to submit to your Lordship's notice several lamentable cases of the misappropriation and consequent inefficiency of funds left for the endowment of schools. I regret to state that, in proportion as my experience is enlarged, I feel more and more strongly the need of some efficient remedy for the present con-

dition of things in this respect. Two instances that have recently come under my notice your Lordships will perhaps allow me very briefly to specify.

*Farcet Endowed School.*

At Farcet, the parish adjoining Yaxley, there is a school-master's residence, with an endowment arising from 11 acres of land in value, as I was informed, of 23*l.* per annum. On the day of my visit there were assembled in a low room, 11  $\times$  15½ feet in area, six boys and one girl. The master was formerly employed as an excise officer, but was discharged on account of a breach of trust: he began school-keeping without any training at the age of 42. There were nominally 12 boys on the foundation; of these, two were present. Only one child was learning arithmetic, and he, on being tried with an easy sum in Simple Addition, was unable to find the total of three figures. One of the children who was reading words of three and four letters had been in attendance at the school a year and a half.

*Lichfield Free School.*

In the Free Grammar School at Lichfield, the master of which is unhappily a clergyman, the premises being valued at 50*l.*, the whole value of the situation was for some years 129*l.* 11*s.* 4*d.* As during the last seven years no boys have received instruction at the school, a gratuity of 35*l.*, formerly paid by the feoffees of the Conduit lands, has been recently withheld under protest from the master. The decay of this school seems mainly attributable to the violent conduct of the master. His treatment of two boys, on two separate occasions, subjected his modes of punishment to investigation before the magistrates, one boy having been subsequently confined to his bed under surgical advice for a fortnight.

*Need for inspecting Endowed Schools.*

It is not intended, when the circumstances of an endowed school are brought forward as requiring amendment, to attach in all cases special blame, either to the master or to the trustees, or to any particular class of persons. But, from various causes, there has been, in many instances, great neglect. And the question arises, ought not something more to be done to carry out the intentions of the founders? Would not the masters feel themselves encouraged to exertion and assisted in their work if they were subject to the periodical visits of a duly qualified inspector, who might not only have it in his power to communicate information as to what was being done elsewhere in a similar position, but who ought also to sympathise with and appreciate their efforts in the right direction, and the recurrence of whose examinations could scarcely fail of proving a stimulus to the pupils? Is it not probable, also, that there would be some cases where the trustees

would prove more anxious about the discharge of their duty if they were aware that the manner in which they met their responsibilities was liable, in some measure, to be made public? Or, is it sufficient that these should have the power of saying what has been said to me in cases where the quality of the instruction given was very indifferent, "The school satisfies us, and we do not wish that it should be inspected."

The feelings that I have expressed, of its being needful that something should effectively be done for the remedy of the present condition of endowed schools, are shared by every seriously-minded person who has had experience on the subject, and with whom I have had the means of conversing; and particularly with regard to the clergy, to whose exertions what is being done in the rural districts in the way of right education is at present mainly due, I am assured that they would gladly hail a general system of inspection from a rightly-qualified officer; and that they look, with anxious expectation, for some sanatory measure by which a state of things, such as I have been describing, can be effectively and rightly met.

My Lords, I am, with much respect, \*

Your Lordships' obliged and faithful servant,

(Signed) JOHN ALLEN.

**NOTE.**—Since this Report was presented, I have been informed by Lord Brownlow's agent, that the Yaxley Charity estates are now let under improved rents, in consequence of the survey and valuation made in March, 1838: 15 acres in Yaxley, at £23. 8s., and 28 acres in Tilney, £56: and that these rents are high enough; also that there is an accumulation of funds in favour of the Charity amounting to nearly £100.

## SECOND REPORT ON SCHOOLS INSPECTED IN DERBYSHIRE,

By the Rev. JOHN ALLEN, Her Majesty's Inspector of Schools.

MY LORDS,

King's College, London, March 22, 1843.

I HAVE the honour to present to your Lordships the second and concluding portion of my Report of Schools inspected in Derbyshire.

From consideration of the circumstances under which the inspection was carried on, it did not appear to me requisite to visit every parish. Attention was in the first instance directed to those places from which invitations to inspect had been received through the Archdeacon; subsequently (on experiencing the great kindness with which the visits of an Inspector were generally welcomed by the clergy, and the anxious desire expressed by them to follow out any plans that would tend to render their schools more efficient) my sphere of inspection was enlarged; and although I cannot from actual observation present a complete report of all schools in the county of Derby connected with the Church of England, I have reason to believe that with two or three exceptions in the neighbourhood of Chesterfield, and those in the parishes of Hartshorne and Longford, there are few schools of importance in which the clergy take a strong practical interest which I have omitted to visit.

Before I enter upon the results of my inquiries I would wish to repeat in this Report the expression of my gratitude to the clergy for the personal obligations and great hospitality received from them in the prosecution of my work. Their behaviour was such as not only to offer every facility for carrying on the inspection, but also to render my sojourn in the district as agreeable as possible to myself.

Exclusive of those assembled on the Sunday, the whole number of schools visited in Derbyshire (counting each room under a separate teacher) is 184; of these 108 were schools under a master, 62 were schools under a mistress, 14 were infant-schools fitted with galleries, also under mistresses. The number of children that I found in attendance at these was in all about 7,540. The proportion of girls to boys being somewhat more than 3 to 5.

Most of these schools were so inspected as that each child (with the exception of those assembled in the infant-schools) came separately under examination. Some of the facts ascertained since the last Report are given in the following tables:—

	Numbers present on the day of my visit.		Reading.				Writing.				Arithmetic.			
			Unable to read words of two Syllables.		Able to Read with ease.		On Slates only.		On Paper.		Learning first Four Rules.		In Compound Rules.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
SCHOOLS IN WHICH BOYS AND GIRLS ARE TAUGHT IN														
Brailsford . . .	29	30	1	..	21	24	10	10	19	20	..	18	9	..
Darley Dale . . .	28	23	5	2	6	9	15	8	13	15	6	15	..	..
Derby (Lancasterian)	179	83	61	25	73	31	119	66	60	17	80	31	17	5
Horsley . . . .	35	39	11	8	8	11	26	..	9	13	5	10	1	2
Kirk Ireton . . .	22	23	12	4	8	11	..	..	9	9	4	1	2	..
Kirk Langley . .	36	25	..	..	23	22	..	..	28	17	2	2	5	5
Shardlow Workhouse	24	29	..	..	24	11	..	Children	8	not	..	fully	..	..
Spandon . . . .	68	35	14	..	19	20	31	22	37	13	14	13	37	..
Stapenhill . . .	44	21	4	..	18	15	23	5	21	16	15	15	4	1
Sudbury . . . .	47	43	8	10	22	24	15	9	27	17	12	32	6	6
SCHOOLS UNDER														
Ashover* . . . .	45	12	8	..	14	7	13	..	28	6	9	..	6	1
Aston . . . .	34	..	5	..	5	..	8	..	11	..	11	..	..	..
Blackwell . . . .	22	4	..	..	7	3	..	..	22	4	11	1	2	3
Bolsover . . . .	20	7	..	..	16	7	..	..	20	7	3	2	6	..
Bradborne* . . .	10	8	..	..	9	..	..	..	7	4	..	..	..	..
Brampton . . . .	23	2	9	..	13	..	..	..	18	..	5	..	2	..
Brampton (Endowed)	7	..	..	..	4	..	..	..	..	..	..	..	..	..
Brampton Moor, St. Thomas.	39	19	12	4	10	7	10	..	19	9	12	6	4	..
Brimington . . .	22	20	4	3	8	9	10	9	12	11	10	8	3	3
Church Broughton .	14	10	Children	only	asked	a	few	question.	..	..	..	..	..	..
Chaddesden† . . .	22	7	..	..	7	2	10	7	8	..	6	3	..	..
Clown . . . .	10	4	4	..	1	2	..	..	3	1	1	..	..	..
Deerleap . . . .	30	6	4	1	15	4	..	..	24	4	3	1	8	..
Doveridge . . . .	43	14	5	1	22	7	..	..	27	12	12	7	6	1
Dronfield . . . .	35	..	10	..	14	..	15	..	15	..	10	..	4	..
Duckmanton . . .	27	9	9	2	12	4	..	..	15	3	3	1	..	..
Duffield (Endowed).	25	..	1	..	17	..	..	..	21	..	4	..	6	..
Eckington . . . .	94	1	15	..	53	1	..	..	61	1	14	1	15	..
Edengale* . . . .	25	14	7	3	4	8	8	2	10	..	6	8	3	..
Eyams* . . . .	36	7	7	..	13	6	12	1	12	6	4	2	2	..
Udern . . . .	48	10	6	4	21	5	..	..	35	5	11	2	6	..
Great Longstone .	37	8	1	1	20	4	1	..	29	6	14	5	8	1
Hardwick in Hault Hucknell.	23	8	2	..	5	..	..	..	15	8	..	1	3	2

NOTE.—The letters  $\alpha$ ,  $\beta$ ,  $\gamma$  show the relative degree of attention that was apparently paid which impressed me most, and  $\gamma$  those which

In Proportion and Higher Rules.		Cleanliness of Children.	Intelligence of Children.	Training of Teacher.	Amount of Endowment.	Amount of Subscriptions.	Salary of Teacher.	Dimensions of School-room in Feet.
B.	G.							

SEPARATE ROOMS UNDER A MASTER AND MISTRESS.

1	2	β	α	β	α	..	£.	s.	d.	£.	s.	d.	£.	s.	d.	
1	..	β	α	β	α	..	27	13	2	15	0	0	22	10	0	25×17
6	..	β	α	β	α	..	..	..	..	122	16	6	100	0	0	30×20 each.
2	..	β	α	γ	β	*	..	..	..	37	0	0	45	0	0	25×70 and
..	1	β	α	β	α	..	..	..	..	..	..	..	35	0	0	20×60
8	..	α	α	β	β	..	20	0	0	..	..	..	25	0	0	40×20
..	..	α	α	β	β	..	..	..	..	..	..	..	20	0	0	14½×27
examined.	..	α	α	β	β	..	13	0	0	38	0	0	40	0	0	20×15½
6	..	α	α	β	β	..	..	..	..	..	..	..	30	0	0	16×30
14	..	α	α	β	β	..	Expenses	defrayed by	Lord Vernon.	..	..	..	60	0	0	19½×16½
..	..	α	α	β	β	..	..	..	..	..	..	..	20	0	0	20×40 and
..	..	α	α	β	β	..	..	..	..	..	..	..	30	0	0	20×30
..	..	α	α	β	β	..	..	..	..	..	..	..	60	0	0	30×18 and
..	..	α	α	β	β	..	..	..	..	..	..	..	20	0	0	26×18
..	..	α	α	β	β	..	..	..	..	..	..	..	..	..	..	38½×15½
..	..	α	α	β	β	..	..	..	..	..	..	..	..	..	..	40×30

A MASTER.

2	..	β	α	β	α	..	21	9	0	..	..	..	..	..	..	15×30
2	..	α	α	γ	γ	..	..	..	..	..	..	..	..	..	..	21×17
8	..	β	α	γ	γ	..	..	..	..	..	..	..	..	..	..	..
5	..	β	α	β	β	..	3	0	0	..	..	..	53	0	0	26½×14½
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12×12½
6	..	β	α	β	β	..	..	..	..	..	..	..	28	0	0	..
..	..	γ	α	γ	γ	..	10	18	0	..	..	..	..	..	..	..
..	..	α	α	β	β	..	..	..	..	..	..	..	..	..	..	..
..	..	β	α	β	α	..	..	..	..	..	..	..	35	0	0	35×17
..	..	γ	α	γ	γ	..	30	0	0	..	..	..	..	..	..	..
1	..	β	α	β	α	*	3	4	0	20	0	0	33	0	0	34½×13½
..	..	γ	α	γ	γ	..	17	0	0	..	..	..	..	..	..	30×15
6	6	β	α	β	β	..	..	..	..	..	..	..	..	..	..	24½×14
4	..	α	α	β	β	..	..	..	..	..	..	..	..	..	..	24½×17
2	..	γ	α	γ	γ	..	208	7	0	..	..	..	130	0	0	41×20
..	..	β	α	β	β	..	18	0	0	..	..	..	..	..	..	15×33
5	..	β	α	β	β	..	124	10	0	..	..	..	..	..	..	16½×19½
20	..	α	α	β	β	..	100	0	0	..	..	..	140	0	0	30×54
..	1	β	α	β	α	..	..	..	..	..	..	..	..	..	..	14½×25
..	..	β	α	γ	γ	*	19	0	0	..	..	..	44	0	0	36½×13½
5	..	β	α	β	β	..	55	0	0	..	..	..	67	0	0	24×12½
8	..	α	α	β	β	..	14	13	0	..	..	..	..	..	..	27×16
2	2*	α	α	β	β	..	28	0	0	..	..	..	..	..	..	..

at Christ's Hospital.  
to the cleanliness and intelligence of the children; the letter \* marking those cases  
impressed me least favourably in these respects.

	Numbers present on the day of my visit.		Reading.						Writing.				Arithmetic.					
			Unable to read words of two Syllables.			Able to Read with ease.			On Slates only.		On Paper.		Learning first Four Rules			In Compound Rules.		
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Schools under a																		
Hartington . . . .	21	3	..	..	12	3	..	..	19	3	5	1	1	..				
Heage . . . .	45	6	15	1	3	1	..	..	29	5	9	1	3	..				
Heath* . . . .	17	13	4	3	7	6	..	..	8	3	2	1	1	..				
Hilton . . . .	14	3	4	2	8	..	..	..	9	..	2	..	1	..				
Hogaston . . . .	12	4	2	1	8	4	..	..	6	4	2	..	2	1				
Holmesfield . . . .	32	11	..	..	14	5	..	..	16	6	2	..	4	..				
Killamarsh . . . .	33	2	8	..	3	..	..	..	11	..	1	..	2	..				
Mackworth . . . .	33	..	8	..	15	..	..	..	21	..	3	..	4	..				
Mickleover . . . .	18	4	4	1	2	..	3	..	5	3	1	..	..	1				
Monyash . . . .	13	9	2	..	1	7	3	1	7	8	1	2	..	..				
Norbury . . . .	33	14	6	..	9	10	6	3	15	11	12	5	3	4				
North Wingfield . .	33	12	{ Children not fully examined. }					..	18	5	1	4	1	..				
Newbold . . . .	29	20	9	6	8	4	..	..	13	11	5	1	..	1				
Ockbrook . . . .	65	..	6	..	25	..	9	6	56	..	34	..	7	..				
Parwich, Day School	28	11	..	..	25	9	..	..	20	5	6	2	2	1				
„ Sunday School	10	9	..	..	..	..	..	..	..	..	..	..	..	..				
Risley . . . .	100	6	4	..	48	6	..	..	62	6	18	6	8	..				
Scropton . . . .	19	9	5	3	5	2	1	..	7	3	..	2	2	..				
Shardlow . . . .	51	..	..	..	32	..	9	..	42	..	20	..	14	..				
Shirland* . . . .	33	16	6	..	11	14	..	..	25	15	9	6	2	1				
Shirley . . . .	23	..	4	..	11	..	5	..	11	..	..	..	4	..				
Shotle . . . .	17	14	6	2	8	5	9	9	8	5	2	..	2	2				
Smalley . . . .	41	..	4	..	16	..	..	..	36	..	7	..	2	..				
Stony Middleton . .	22	5	5	..	3	3	5	4	12	1	4	..	6	..				
South Normanton . .	23	17	7	4	8	7	8	3	7	7	2	..	1	1				
South Wingfield . .	19	13	4	5	6	5	..	..	10	8	3	..	2	..				
Tibshelf . . . .	8	2	1	..	5	1	..	..	8	2	2	..	1	..				
Tickenhall . . . .	61	3	2	..	15	2	..	..	34	3	17	1	4	1				
Tinsington . . . .	21	1	8	..	9	1	..	..	9	1	1	..	7	..				
Unston . . . .	30	31	11	11	7	6	..	..	11	8	5	4	3	2				
Walton on Trent . .	13	22	..	1	6	12	3	1	7	13	12	21	1	1				
West Hallam . . . .	64	3	7	..	25	3	..	..	48	3	9	..	9	..				

## SCHOOLS UNDER

Allestree (Boys*) . .	32	..	4	..	16	..	12	..	..	..	..	..	..	..	..	..	..	..
„ (Girls*) . . . .	..	25	..	1	..	14	..	6	..	..	..	..	..	..	..	..	..	..
„ (Infants*) . . . .	11	15	11	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Barrow . . . .	11	5	7	..	2	5	..	..	2	5	3	2	..	..	..	..	..	..
Carlington . . . .	8	9	3	2	1	1	..	..	6	5	..	..	..	..	..	..	..	..
Donasthorpe . . . .	9	14	..	..	1	5	7	8	2	6	3	5	..	..	..	..	..	..
Doveridge . . . .	..	26	..	..	..	14	..	11	..	15	..	12	..	1				
Dronfield . . . .	4	72	4	8	..	29	..	37	..	27	..	39	..	6				
Duffield . . . .	36	42	14	15	11	12	23	24	6	5	14	14	..	..				
Eckington . . . .	..	46	..	5	..	19	..	31	..	15	..	38	..	3				

In proportion and Higher Rules.		Classiness of Children.	Intelligence of Children.	Training of Teacher.	Amount of Endowment.	Amount of Subscriptions.	Salary of Teacher.	Dimensions of School-room in Feet.
B.	G.							

Master, — continued.

				£. s. d.	£. s. d.		
8	..	α	β	8 14 0	9 4 0	44 4 0	13½ × 20½
3	..	β	γ	35 0 0	..	..	16 × 28
..	..	β	γ	..	..	..	..
1	..	β	γ	30 0 0	..	..	7½ × 18
..	..	β	γ	..	6 14 6	..	12½ × 13½
6	..	α	β	19 0 0	..	..	..
..	..	γ	β	21 17 0	..	..	24 × 12
6	..	α	β	..	9 0 0	14 0 0 and pence	16 × 20
..	..	β	γ	..	..	..	19½ × 13½
..	..	β	γ	14 14 6	..	..	16½ × 19½
2	1	α	β	16 4 0	..	34 0 0	15 × 31½
1	..	β	β	15 15 0	..	..	0½ × 20
4	..	α	β	23 8 0	..	..	..
6	..	α	β	..	36 10 0	4 6 0	..
0	..	α	β	..	..	..	35½ × 16
..	..	..	..	..	..	..	..
19	..	β	β	..	203 8 0	..	20 × 44
3	..	α	β	..	17 0 0	..	17½ × 16½
13	..	α	α	..	52 10 0	31 10 0 and pence	31½ × 19
3	1	α	β	..	25 15 0	..	26 × 14½
5	..	α	β	..	7 4 8	20 0 0	..
2	..	β	γ	7 10 0	..	..	16½ × 27
8	..	α	γ	84 0 0	..	..	..
..	..	γ	α	3 0 0	10 0 0	38 0 0	16 × 23
..	..	β	γ	..	..	..	18 × 15
1	..	β	β	..	..	..	30 × 15
2	..	β	γ	..	..	..	21 × 30
7	1	β	α	50 0 0	..	75 0 0	21 × 66
..	..	β	γ	..	..	..	15½ × 27
1	1	β	γ	..	..	..	..
..	..	α	α	17 14 0	14 10 0	36 0 0	12½ × 28½
11	..	β	β	169 13 0	..	50 0 0 and fees.	44½ × 19½ 46 × 18

A MISTRESS.

..	..	α	β	..	..	..	25½ × 16
..	..	α	β	..	..	..	25½ × 16
..	..	α	α	..	..	..	14½ × 18½
..	..	α	α	3 8 0	..	24 0 0	9 × 13.5
..	..	β	γ	80 0 0	..	..	24½ × 18
..	..	β	β	..	..	..	36½ × 17½
..	..	α	α	..	..	30 0 0 and pence	18 × 1½
..	..	α	α	..	..	..	18.44
..	..	α	α	Expense defrayed by the Vicar.	12 0 0 and pence	..	14½ × 25½
..	..	β	γ	..	..	..	46 × 20
..	..	β	γ	..	..	..	..



	Numbers present on the day of my visit.		Reading.				Writing.				Arithmetic.			
			Unable to read words of two Syllables.		Able to Read with ease.		On Slates only.		On Paper.		Learning first Four Rules.		In Compound Rules.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Schools under a														
Great Rowsley . . .	11	18	Children					not	examine	d.	..	..	..	
Hartington . . .	7	7	Children					not	examine	d.	..	..	..	
Hognaston . . .	4	10	3	2	..	6	..	..	..	..	..	..	..	
Holbrooke . . .	15	19	7	4	5	13	11	17	4	2	2	3	2	..
Ingleby . . .	6	4	Children		not			examine	d.	..	3	..	..	
Kilburne . . .	39	Children	16	not	fully			examine	d.	15	..	..	..	
Little Eaton . . .	4	22	2	2	..	7	1	5	1	11	2	12	..	3
Mickleover . . .	8	17	3	2	1	3	2	5	..	..	..	..	..	
Moirs . . .	3	16	2	5	..	5	1	3	..	6	..	..	..	
Morley . . .	27	20	12	5	..	2	21	10	6	10	..	..	..	
Oakethorpe . . .	20	22	12	8	4	3	4	11	6	3	6	11	2	..
Osmaston . . .	2	31	1	10	..	10	..	..	..	..	..	12	..	
Parwich (Al. Evans)	..	14	..	..	..	..	..	14	..	..	..	..	..	1
Parwich (My. Swindell)	10	27	..	..	..	..	7	21	..	..	..	..	..	
Quorndon (Girls')	..	14	..	..	..	5	..	7	..	5	..	..	..	
„ (Infants')	20	9	16	6	..	4	..	..	..	..	..	..	..	
Shirley . . .	2	22	..	4	..	5	..	..	..	5	..	5	..	
Tissington . . .	1	22	1	5	..	7	..	2	..	7	..	2	..	
Twyford . . .	8	13	4	1	..	5	..	..	2	4	4	7	..	
Walton on Trent	12	10	5	6	..	..	..	..	..	..	..	..	..	
INFANT SCHOOLS UNDER A MISTRESS,														
	About													
Doveridge . . .	30		..	..	..	..	..	..	..	..	..	..	..	
Heaze . . .	19	33	15	15	2	9	3	7	..	8	..	..	..	
Holbrooke . . .	34		..	..	..	..	..	..	..	..	..	..	..	
Spondon . . .	42	39	..	..	..	..	..	..	..	..	..	..	..	
Stapenhill . . .	13	15	12	5	..	2	..	..	1	10	..	..	..	

In addition to these, the teachers at Elvaston, Flag, West Hulland, Markeaton, and Pinxtan were visited during the absence of the children. The inspection at Glossop was prevented by the death, and at Ripley by the illness, of the schoolmaster. At Hayfield the school has been closed temporarily from the difficulty of finding a proper teacher with the means at the disposal of the school managers.

The particulars of the more important schools will be found enumerated in detail in the special reports annexed.

Not only do the circumstances under which schools are inspected vary, but also it is difficult to recollect and compare with accuracy the impressions made during a series of visits extending over a lengthened period. In the following attempts at classification (in those instances where the names are not placed alpha-

In Proportion and Higher Rules.		Cleanliness of Children.	Intelligence of Children.	Training of Teacher.	Amount of Endowment.	Amount of Subscriptions.	Salary of Teacher.	Dimensions of School room in Feet.
B.	G.							

Mistress,—continued.

..	..	α	..	*	..	..	..	18½×43
..	..	β	..	..	..	..	..	13½×20½
..	..	α	β	..	..	..	..	..
..	..	α	α	..	..	..	..	40×14
..	..	β	γ	..	..	..	..	..
..	..	α	α	..	..	..	..	..
..	..	α	β	..	..	30 0 0	8 0 0 and pence	24×17½ each.
..	..	β	β	..	..	..	..	14×11
..	..	α	β	*	..	..	..	..
..	..	β	β	..	..	..	..	..
..	..	β	β	..	..	..	..	20×40
..	..	β	β	..	..	..	..	16½×15½
..	..	α	α	..	..	..	..	11×15½
..	..	..	..	..	..	..	..	..
..	..	β	γ	..	..	..	..	19½×8½
..	..	β	β	..	..	..	..	11½×11½
..	..	α	β	..	..	..	..	..
..	..	α	β	..	..	..	..	23½×16
..	..	α	β	..	..	..	..	..
..	..	α	β	..	..	..	..	..

FITTED WITH A GALLERY.

..	..	α	β	*	..	13 10 0	9 0 0 and pence	21×18
..	..	β	α	*	..	..	20 0 0	21×39
..	..	α	β	*	..	..	33 0 0	28½×16
..	..	..	..	*	..	..	25 0 0	30×20
..	..	α	α	..	..	..	..	..

betically), I must be regarded in many instances as offering only an approximation to the judgment that would be formed by a visitor who took the cases that seem most nearly parallel in succession.

*Schools under Masters.*

Of the schools under masters I was most gratified with those at Sudbury, Tickenhall, Chaddesden, Doveridge, Great Longstone, and Smalley. The masters at Shardlow and Spondon have considerable ability, and their schools are well disciplined, and in many respects highly satisfactory. There is much to give pleasure in the Stapenhill, Brimington, Walton on Trent, Kirk Langley, Mackworth, Shirley, and Ockbrook schools, and in almost all that I have mentioned the influence of the clergy and their families is strongly felt, especially in the more important

subjects of instruction. Of the masters who are left to follow out in a great measure their own plans of instruction, I was most interested in those at Findern, Haalt-Hucknall, Heage, and Eckington. The master of the British school at Derby is a very active, methodical, and capable person, but he is sadly overtasked. The masters at Boleover, Brampton (not the endowed school), Deerpole, Hartington, Holmesfield, and Risley, appeared to me 'hard-working and respectable men, but I could have wished that they bestowed more pains on the moral and intellectual culture of their scholars. Of the rest, the qualifications of the Newbold, North Wingfield, Scropton, and West Hallam teachers scarcely reached mediocrity while those at Ashover, Aston, Bradborne, Duffield, Eyam, Heath, Hognaston, Horseley, Killamarsh, Kirk Ireton, Mickleover, Shottle, South Normanton, South Wingfield, Stony Middleton, Tibshelf, and Unstone seemed to me of a still inferior kind. The teachers of the endowed schools at Brampton (endowment 10*l.* 18*s.*), Church Broughton (endowment 30*l.*), Clown (endowment 17*l.*), Dronfield (endowment 208*l.*), Hilton (endowment 20*l.* 10*s.*), and Monyash (endowment 14*l.*), are, in my judgment, wholly unfitted for their office.

#### *Schools under Mistresses.*

Of the schools superintended by females, I was best pleased with those at Sudbury, Doveridge, Brailsford, Holbrook, and Dronfield. The girls at the Derby British School were clean, orderly, and intelligent; their knowledge of Scripture was very gratifying. The schools at Great Rowsley, Darley Dale, Osmaston, Horsley, and Duffield, are pleasingly and efficiently superintended, and seemed to me to be working well; and of dame-schools I was much gratified with those at Allestree, Barrow, Little Eaton, Parwich, Shirley, Twyford, and Walton on Trent. The condition of the endowed school at Carsington is not satisfactory, but it has been submitted to the consideration of the trustees, and there is hope of its being shortly placed on a better footing. Of the infant-schools, the teachers at Heage and Stapenhill seemed to me to have most zeal, cheerfulness, and capacity for their work; those, however, at Doveridge and Spondon cannot be praised without much pleasure.

#### *Sunday Schools not noticed.*

In these observations I have taken no notice of the Sunday-schools visited, with all of which I was greatly pleased; but as these cannot be efficiently inspected, except at their proper seasons of meeting, I have regarded them as beyond the compass of official engagements. No one, however, who is desirous of forming a right estimate of the social prospects of this country can afford to neglect one of the most important and fruitful sources of their culture and improvement.

*General Observations—Advantage derived from the habitual visits of the Clergyman and of the upper classes.*

I have but little to add in the way of general observations of the schools inspected to those remarks that have been already submitted to your Lordships. The more my experience is enlarged, the more earnestly desirous do I feel that the clergy should take a living, constant, and effective interest in the teaching given in our schools. Where this is the case how much may be effected with the very humblest means almost exceeds belief. In our rural districts in those schools under masters where the clergyman does not exercise his legitimate influence, it is an observation which I can scarcely qualify by a single exception, that attention is bestowed upon subjects in the inverse proportion of their real importance. Greatest pains are taken with the writing, next with the arithmetic: the accuracy and intelligence with which the reading lesson is got through are but little thought of, and not unfrequently the moral and religious training of the children are avowedly neglected as beside the province of the teacher. This is a sad, but by no means a hopeless state of things. Instances where the pastor of the parish does not practically feel that the children in the school are the lambs of his flock, needing, and to be benefited by his actual teaching there, and constant superintendence, are daily becoming more rare. Much also might be done if those of the upper classes (who living in the district are bound to take an interest in the welfare of those below them), would not only take occasion as opportunities arise to suggest to our teachers how great is their responsibility, and how much (humanly speaking) is in their hands; but would also show by their conduct that they felt the debt which society owes to the laborious and self-denying cultivator of a soil, which, according to the tillage that it receives, proves fruitful in life or death to the highest interests of man. A great deal doubtless is unconsciously effected by teachers of integrity, through the silent influence of their example; but as many of these (passing their lives in a laborious calling, their mental as well as their bodily vision enclosed by the walls of their schoolroom) seem never to have reflected on what it was that made their office truly honourable, it is important that those about them who are capable of affording assistance should help them to keep the right end in view, as well as point out the means by which subordinate matters may be accomplished.

*Necessity for leading Children to understand the Reading Lesson.*

- Next after the pains that are bestowed on the religious and moral training of children, the teaching them the chief matters of faith and duty, the impressing them with an abiding sense of their Maker's presence, and their own accountableness to him, the cultivation of habits of obedience, diligence, cleanliness, and order, no

instruction seems to be more important than that which is occupied in leading children not only to understand, but also to consider and profit by what they read: we cannot expect them to be interested in that of which they do not in some measure apprehend every part. If we ourselves are reading a strange language, and are not acquainted with the meaning of but a single word, what dimness and perplexity is thrown over the whole! Every fresh term rightly conceived by the mind becomes the centre of a new cluster of ideas, adding substance and compactness to what has previously come under observation, and making the acquisition of new treasures more easy. What I suggest will not be accomplished by reading to the children, on the occurrence of a new word, the first synonyme that may be found for it in our English dictionaries, (and much more objectionable is the practice prevalent in some schools, of making the committal to memory of the spelling and meaning of a dozen words as set down in *Entick*, a portion of the daily lessons,) but I am anxious that the master should lead his pupils (chiefly by questioning) to associate new words with ideas previously acquired, and take pains, if possible, to distinguish their usage from that of their supposed synonymes, by suggesting sentences where the one cannot be displaced by the other, without marring the sense. For example, "strictly" is in *Johnson and Bailey*, interpreted by "exactly," but instances will readily occur to an intelligent teacher, where one word is fitting, and the other plainly improper.

So far, however, are our ordinary teachers from taking pains in this respect, that it is no uncommon thing, even in schools where the master is diligent, but where there is a want of method and arrangement, for the reading-lesson to be slurred over, without care being used that the mechanical parts of the exercise (such as the right pronunciation of the words, and attention to stops) shall not be neglected; the master being, meanwhile, really occupied in mending pens or copying out returns for the overseers of the poor.

Many plans have been suggested for leading children to take an interest in what they read. Those who are too young to write may be required to express in their own words, when the lesson is over, the substance of what has been communicated. For example, children of five years of age, if they have received early training, will give a satisfactory account of such a history as that of *Jonah*, the prophet, upon its being once told to them. Those who are able to write should be encouraged, twice in the week at least, to set down on paper, or on their slates, all that they can recollect from memory of the most interesting lesson of the day. In such an exercise, many faculties of the mind would be called into healthful activity.

Mr. Emerson Davis, of the Massachusetts' Board of Education, in his "*Teacher Taught*" (pp. 77 and 78), gives the following examples of modes in which the Bible has been used in schools:—

The teacher, two or three times in the week, told his pupils to study hard thirty minutes, and then they might lay down their books, and he would tell them a story. He always selected a story from the Bible, and related it in a familiar but serious and dignified style. When he had finished, he would ask the scholars if any of them recollected to have ever heard or read the story. Sometimes a scholar would recognise it, and sometimes not. They were then told to turn to a certain chapter and verse, and read the story for themselves. By this means a very great desire was awakened among the children to read the Bible through. At the close of his school one winter, he found that several children had begun to read the Bible in course; some had gone almost half way through it.

Similar to this was the method adopted by another teacher, contemporary with the former. On Saturday, he would tell the children some singular fact, and request them to find the story, and read the chapter containing it on Monday, instead of the usual lesson. One object was to induce the children to spend their Sabbaths in searching the Scriptures.

It had the desired effect—his lessons were given out in this manner, "You may find the chapter that tells about the king whose eyes were put out," or "the chapter that tells about the prince's son who was lamed by the carelessness of his nurse," or "you may read about the captain who was cured in consequence of what a little captive girl told him of the ability of a prophet to heal him."

There is another method that has been adopted with very beneficial results. If a child is angry, or if any scholar exhibits a contentious spirit, let a class read on the occasion selections of Scripture touching that subject; or, if any scholar tells lies, is disobedient to parents, or is indolent, or profane, or conducts himself in any way improperly, appeal to the law and testimony of God on the subject, and require the offender, or the class to which he belongs, to read an appropriate selection from the Bible. Selections should be made by the teacher at his leisure.

The last cited paragraph well deserves attention, but care must be taken that the suggestions which it contains be carried out in a spirit of reverence and love. My experience, however, fully accords with that of the writer, as to the desirableness of invariably using and acknowledging the Bible as the standard of morality in our schools. The inquiry, "What does the Word of God say upon this matter?" being habitually and reverently put, if rightly answered, cannot fail to produce order and quietness, and to facilitate the good governance of the children, while it will associate a sense of God's presence with just conceptions of the extent of his laws as they find these crossing them at every step wherever they go wrong. Further, it is scarcely possible to over-rate the intellectual benefit which is derived from that proper balance which is given to the mind, and the light which is thrown upon the conscience, from a constant regard to the revealed will of God.

#### *Organization.*

I have on previous occasions adverted to the advantages of a proper organization in our schools, so that the children should be

divided into as few classes as possible, and that there should be a methodical arrangement of the daily lessons. The children need cultivation in this respect, the formation of habits of order being an essential part of right education. Regularity contributes to quietness and good temper. Where much is to be done, much will be neglected, if there be no system of operation. In charitable institutions, the first duty is to have regard to those for whose benefit the funds of the charity were originally set apart. But in a very large number of our endowed schools attended by the children of the poor, the labourer's child is not placed on the same footing with that of the farmer, and the tradesman; and many masters who do not seem conscious that they are neglecting their duty, devote a large portion of their time to the instruction of the pay-scholars in grammar, and the higher parts of arithmetic, while the free children are only set to read during a few odd fragments of time that can be spared from the teaching of the rest. It is no wonder that the poor feel the injustice of this, and withdraw their children from such schools. I should be inclined to allow in our free schools no children to attend without the payment of a small sum (such as a penny weekly). This payment might go towards the supplying of books, writing materials, &c., which should be furnished to all alike. The sale of these should not be left in the master's hands; but, whatever might be thought of such an arrangement, unquestionably the amount and quality of the instruction in schools aided by the State, or supported by endowments, should in no respect be limited by the pecuniary resources of the children. If those who can afford to decline the benefit of being placed on the cottager's list, expect to be excused from compliance with the rules of the school, or think it a hardship to stand in the same class with the children of the poor, they ought not to be admitted at all; no school can be efficient where the teacher has not fixed on a plan of lessons which he carries out with firmness and intelligence. Moreover, the distance in this country between opulence and penury is already too wide, and no matters are of small importance which tend to make it more palpable and distinct.

### *Results from Inspection.*

In my previous Report I felt called upon to particularize, by name, several schools that seemed to me lamentably deficient in the most important respects. In some of these I have reason to believe that a great and salutary change has since taken place. At Heage and Smalley, where the managers of the endowed schools were at first indisposed to receive my visits on account of the unfitness of the teachers, new masters have been appointed, whom I found during the present spring actively and efficiently at work in flourishing schools; and among the places of which I have received particular information as to the improvements that

have been effected, Ashbourne, Derby, Mugginton, and Wirksworth, should especially be noticed. In the latter town, where, at the time of my visit, I found only 11 children assembled in rooms calculated for 200, great and most praiseworthy exertions, at a personal sacrifice of 100*l.* per annum, have been made by the master. There is now an average attendance of 130 children, under two most hard-working and efficient assistants appointed during the last year, one at a salary of 100*l.*, the other at 80*l.* per annum; the school-room having been also refitted and furnished on the most approved principles. Of Mugginton it should have been noticed in the last Report that a substantial school building had recently been erected by the trustees.

The information in the Appendix, furnished to me by the clergy relative to those parishes that were left unvisited, will afford many lamentable instances of the disproportion of the population to the means provided for their instruction. Under the head of each ecclesiastical district will be found the substance of the facts communicated to me in answer to the inquiry as to what schools for the poor were at present open in those districts connected with the church.

#### *Whittington.*

At Whittington, where there is an endowment of near 80*l.*, the right of trustee being disputed by several of the leading gentry, the school funds have been involved in a Chancery suit, and are at present in no way available for the benefit of a population of 751.

#### *Staveley.*

In the parish of Staveley there have been no scholars for several years at the Netherthorpe free school. The master is the same person who held office at the period of the inquiry into the school funds by the Charity Commissioners, an account of which was printed in 1828. The income then enjoyed by the master was 29*l.* per annum, with the residence. At present some payments charged on the property of E. S. Pole, Esq., of Radborne, are withheld by him until the school shall be placed on a better footing. Mr. Pole acts upon the opinion of legal advisers, and is anxious that the circumstances of the school should be investigated; but is unwilling to sanction the abuse of the charity funds by contributing them to the maintenance of a nominal master.

#### *Chesterfield.*

At Chesterfield the petty school under a mistress, endowed with 79*l.* per annum, of which the mistress receives 30*l.*, is attended by between 70 and 80 children, and the teachers are represented as persons of most respectable character. But there is also a grammar school, in which, 110*l.* per annum is appropriated to the maintenance of a teacher, and, to which, no appointment has been



made since the death of the late schoolmaster in 1832. He had held the post for 38 years. It appears from the Reports of the Charity Commissioners, that during some part of that time there was not a single scholar; that during the whole of it the number scarce ever exceeded seven, of whom only four or five at any one period were free. It appears also that the master, being curate at two neighbouring villages, never attended at the school for more than an hour and a half, or, at most, two hours, during the day; that on two days in the week his attendance did not exceed one hour, and that even this small pittance of time was liable to constant interruptions, there being many days when the master was entirely absent.

*Need for a change in the Law relative to Endowed Schools.*

There being with many a disinclination to appeal to the law, as it at present stands, from a fear of the slowness and uncertainty of a Chancery suit, the expenses of which would frequently swallow up the entire proceeds of the charity, the circumstances of several endowed schools are such as practically the trustees (however desirous) have no means of remedying. I have previously given more examples than one of flagrant acts of turpitude being committed by masters, whom still it was found difficult to dislodge from their posts; but these cases are not all for which an inexpensive remedy (as summary as may be consistent with right) is greatly needed.

There are numberless instances in which the removal of the master seems imperatively called for on grounds of compassion towards the children and justice towards the original founder, where no charge of moral delinquency (such as the law takes cognizance of) can be judicially established. I will give, in conclusion, two or three extracts from letters addressed to me out of Derbyshire, which, as specimens, will exemplify from present difficulties the general condition of a large number of cases:—

1. The first is from the communications of the clergyman of the parish, who, although deeply anxious, has no means for checking the evil, the income which he receives for his ministrations not exceeding 50*l.* per annum.

I am sorry that I cannot ask you to inspect the school, for there is scarcely any, if any, to inspect. The present master has the school-house in his possession, and draws his salary; but he does just as he likes. The master was appointed in 1814. After he had held his position about eleven years, attempts were made by the then trustees to expel him on the ground of gross neglect of the school. It was alleged that he had made a practice of hiring himself as a day-labourer during harvest time, and had at other seasons of the year been in the habit of sending the children, during school hours, to gather sticks for him; or to collect manure from the public roads. A second attempt was made by different trustees about seven years after. Repeated complaints were made that the school was grievously and shamefully neglected.

Hitherto, however, the efforts made have been unavailing, and the master, although at times publicly seen in a state of drunkenness, still retains his post.

2. In the second instance I will extract portions of the letters of two of the trustees, the first being the clergyman of the parish, to whom I wrote immediately on visiting the school, and who referred me to the second (one of the farmers of the village). My letters to each expressed briefly my opinion of the schoolmaster, whose children were in sad disorder, and who appeared to me self-conceited, ignorant, and barbarous in his manners, to an extent that I have rarely witnessed.

As regards my opinion of the master, I am sorry to say that it entirely coincides with that which you have been led to form of him. A more improper person, I conceive, could not have been selected to fill the office of village schoolmaster.—(*Extract from the letter of the clergyman.*)

With regard to the same master, the other trustee, (who has the chief superintendence of the affairs of the school,) a respectable farmer in the village, writes :—

I sincerely wish it were in my power to point out a remedy for the state of things in our free school. I am sure I fully accord with yourself and our clergyman in the opinion you have formed respecting the master who is both rude and uncouth. Some time ago he betrayed great ignorance, as also ill manners. I do on many accounts consider him unfit for his office. As there are nine trustees, it is difficult to be unanimous ; but I am very sure there is a great necessity for a good change to be effected. I should be sorry to have the old man thrown out of employment ; but I do not think he would listen to any rules for a material change in his conduct or manner of teaching.

3. In the last case I must premise that on the day of my visit, out of a population of 677, about a dozen children, dirty and disordered to the last degree, were assembled under the tuition of a poor lame creature, apparently disabled by paralysis. Of these three could read a verse in St. John's gospel without blundering ; of the rest the master struck some five or six others, as they clustered round him, on their heads with the book which he held in his hand (the New Testament), at each mistake. On writing to the clergyman to inquire if anything can be done, he replies :—

I equally lament, with yourself, the state of the ——— endowed school, and so does my friend Mr. ——— (another of the trustees) ; but we are at a loss to know what steps to take to make it more efficient. The master was elected before I came to reside, and indeed before I had any concern with the village. His character as a moral man is irreproachable ; but I must agree with you that he is not fitted for such a situation.

If a state of things such as these which have thus briefly been brought under your Lordships' notice be not susceptible of an inexpensive and comparatively sure remedy, it is not easy to appreciate the extent of the mischief of which they prove fruitful

sources, both in the immediate localities where they occur, and to the community at large; not only are the inhabitants of particular neighbourhoods deprived of all the benefit that might result from the right employment of such funds, but as the injustice is a crying one, its existence adds force to the complaints of demagogues and the seditious writings of the disaffected. I have myself had complaints made to me by the poor, which showed their strong sense of the wrong done by abuses such as I have been describing.

My Lords, I am, with much respect,

Your Lordships' obedient humble servant,

(Signed)

JOHN ALLEN.

### APPENDIX.

*Information relative to certain Parishes in Derbyshire, furnished by the Clergy in answer to my Inquiries.*

**ALFRETON.**—No daily school for the poor in this town. A school under a master about one mile out of the town, endowed with 50*l.* per annum, attended by 60 children. Population of the town 1,774.

**ALSOP LE DALE.**—Only four houses in the parish. No school. Population 67.

**ALVESTON.**—A daily school, attended by about 25 children (endowment 10*l.*). The master a Methodist. A Sunday-school, connected with the Church, attended by about 30 boys and 50 girls. Population 493.

**BARLBOROUGH.**—School for girls, with a few little boys, under the rector's management; number in attendance 35. School for boys, where the Church Catechism is taught; number in attendance 42. Population 804.

**BARLOW IN STAVELEY.**—A daily school under a master (endowment 8*l.*); attended by about 50 scholars, who with the exception of six pay for their instruction. A Sunday-school, supported by voluntary subscriptions, containing above 70 children, both under the superintendence of the clergyman, and represented to be in a good state.

**BARTON BLOUNT.**—No poor children in the parish. Population 68.

**BOULTON.**—No school connected with the Church. Only a dame-school in the parish. Population 171.

**BENTLEY.**—A week-day school, taught by a labourer, attended by less than 20 scholars; the older children attend the Ilam school, distant two miles and a half.

**BOYLSTONE.**—One school, established by the rector's daughter about six months since, where 35 poor children are instructed gratuitously in a cottage. No funds for building a school-room, which is greatly needed. Population 343.

**BRADLEY.**—Two dame-schools, one under the clergyman, attended by about 17, the other a private school, attended by seven or eight. Population 271.

**BRASSINGTON.**—An endowed day-school, attended by 79 children, under a master. Population 776.

**BRETRY.**—A week-day school for boys and girls, attended by about 60 children. Population 298.

**CALKE.**—Only a dame-school for reading, sewing, or knitting; average attendance from 16 to 23; the older children go to Tickenhall. Population 55.

**CHARLESWORTH IN GLOSSOP.**—By some anomaly the Dissenters are in possession of this district, church fees, and parsonage. There is a good school-room built by subscription, used only as a Sunday-school. Population 1,732.

**CHELLASTON.**—No daily school connected with the Church; two private schools for very little children the only day-schools; both taught by members of the Church. A Church Sunday-school, the average attendance of children about 50. Population 461.

**CHURCH GRESLEY.**—One school, connected with the Church, where the boys and girls receive instruction in different rooms. Numbers in attendance (24th February, 1843), 69 boys and 81 girls, with an addition of eight children on the Sunday. Population 993.

**CLIFTON IN ASHBOURNE.**—No school. Some of the children go to Ashbourne. Population 839.

**CRICH.**—Only a Sunday-school, attended by about 60 children. A daily school in contemplation. Population 3,698.

**DALBURY.**—A school in contemplation. Population 221.

**DARWENT.**—A day-school under a master, endowed with 6*l.* 16*s.* per annum, attended by 34 children. A small dame-school, attended by six children, the only other school in the chapelry. Population 164.

**DETHICK IN ASHOVER.**—A school not connected with the Church, attended by from 112 to 120 children. About 50 attend on the Sunday, and are taught the Church Catechism. Population 879.

**EARL STERNDALE IN HARTINGTON.**—A daily and Sunday-school. Number of children in attendance at the former 20, at the latter 28. Population 362.

**EATON (LONG).**—School for boys and girls, under a master and mistress.

**EDLASTON.**—A week-day school, under a mistress, attended by about 12 or 15 children; and a Sunday-school of 27 children. Population 214.

**EGGINTON.**—A Sunday-school connected with the Church, supported by subscription, at which about 50 children attend. There is also a week-day school in which the parents pay for the instruction of their children. Population 374.

• **ELMTON.**—A week-day school under the parish clerk, at which the parents of the children pay for their instruction; number in attendance from 15 to 20. A Sunday-school under the same master, supported by the patron of the living. Population 433.

**ELVASTON.**—A dame-school attended by 20 children. Two night-

schools attended by 26 children in all. A Sunday-school attended by 60 children. All gratuitous except 12 of the attendants, at the dame school. Population 518.

ETWALL.—Daily-school, attended by 30 children. The Sunday-school, attended by 36 children. Population 689.

FERNILEE IN HOPE.—An endowed school under a master in a small ill-ventilated room, attended by upwards of 70 children. Endowment 18*l.* per annum.

FOREMARK AND INGLEBY.—A dame-school, attended by 12 children, Population 212.

GLOSSOP.—School closed on account of the late schoolmaster's decease at the time of my inquiry. A new master to be appointed without delay. Population 3,548.

HAYFIELD.—A day-school endowed with 14*l.* per annum, at present closed, the last teacher having left on account of the smallness of the salary. A large Sunday-school. Population 1,499.

KEDLESTONE.—During the week the children may attend the Quarn-don free-school. A Sunday-school attended by all the poor children, about 14 in number. Population 102.

KIRK HALLAM.—A Sunday-school of 12 children.

LANGWITH.—A daily and Sunday-school, the former supported by the Duke of Devonshire, the latter supported by the rector; about 30 children in attendance. Population 194.

LULLINGTON.—The building of a new school-room, under a minister, contemplated this spring; at present about 30 daily scholars in attendance. Population 650.

MAPLETON.—A Sunday-school only. Population 204.

MELBOURNE.—The endowment 19*l.* 10*s.* Two large school-rooms, but the school has latterly fallen off both in numbers and usefulness; the master being a man of violent temper; at present the average number of children about 60. Population 2,583.

MELLOR.—No daily school connected with the Church; an endowed school in the church-yard, over which the minister has no control, attended by 16 boys and 14 girls; endowment 30*l.* A Church Sunday-school, comprising 85 boys, 92 girls. Population 2,015.

MORTON.—No daily school of any description whatever in the whole parish, comprising also the township of Brackenfield. A Sunday-school commenced by the clergymen about a year and a half since, attended by about 20 children; a school-room in contemplation. Population 646.

OSMASTON NEAR DERBY.—Only a dame-school for reading, sewing, or knitting, the older children go to Derby; average attendance 11. Population 271.

PEAK FOREST.—A school under a master who has held his post 44 years, attended by about 22 children; the present condition not satisfactory; an improvement contemplated. Population 575.

PINXTON.—No school connected with the Church. A school under a master maintained by the Squire.

**PLEASLEY.**—Week-day and Sunday-school, attended by about 40 children under a mistress.

**REPTON.**—A week-day girls' school; average attendance 70. A boys' school in contemplation. Population 1,943.

**SAWLEY.**—Boys' and girls' school under a master and mistress. Population 1,933.

**SCARCLIFF.**—Daily school attended by 35 children under a master; endowment 12*l.* 4*s.* 6*d.* per annum. Sunday-school attended by 34 boys and 39 girls.

**SHIREBROOK IN PLEASLEY.**—Week-day and Sunday-school attended by about 40 children, under a mistress during the week, a master on Sunday. Population 329.

**SOMFRSHALL HERBERT.**—Week-day and Sunday-school, chiefly maintained by the rector; attendance from 20 to 25. Population 120.

**STANLEY.**—One dame-school, in which from 10 to 20 children are taught reading and knitting in a cottage. Population 368.

**STANTON BY DALE.**—No weekly school connected with the Church; a dame-school for little children; some of the older children attend the Risley free-school. Population 460.

**STAVELEY.**—Three dame-schools, in each of which 12 poor children are taught gratuitously. A school at Handley, where 24 children are taught gratuitously; two new school-rooms with a house now building; about 300 children in attendance at the Sunday-school. Population 2,658.

**TEMPLE NORMANTON.**—A school endowed with house and 4*l.* per annum. Average attendance, week-days and Sundays, about 28.

**THORPE.**—A dame school attended by 22 children; the boys from the age of 6 and upwards are permitted to attend Mr. Watts Russell's school at Ilam gratuitously. The Sunday-school comprises 34 children, Population 196.

**WESTON ON TRINT.**—Two Sunday-schools connected with the Church, the number attending the two being about 50. No daily school, except a very small dame-school. Population 396.

**WHITTINGTON.**—The right of acting as trustee being disputed, the school is closed, the funds are assigned to the payment of the costs of a chancery suit now pending. Population 751.

**WILLESLEY.**—The parish consists only of ten houses; the few children go to a neighbouring parish. Population 53.

**WILNE.**—Day-school supported by the owners of the cotton-mills, and a Sunday-school connected with the Church; also a school under a mistress at Draycott. Population 2,057.

## REPORT ON THE BATTERSEA TRAINING SCHOOL AND THE BATTERSEA VILLAGE SCHOOL FOR BOYS,

By the Rev. JOHN ALLEN, M.A., Her Majesty's Inspector of Schools.

MY LORDS,

King's College, London, August 18, 1843.

IN obedience to your Lordships' instructions, received on the 16th November, 1842, I have the honour to present my Report on the Battersea training school, and the Battersea village school for boys, at which the pupils of the Normal Institution are instructed, and exercised in the art of teaching.

The history, objects, and plan of the training school have been so exactly and fully set forth in the report of Mr. Kay Shuttleworth, and Mr. Tufnell, (printed by the Poor Law Commissioners in 1841,) that I shall feel it necessary to do little more than state, as distinctly as I am able, those facts connected with the actual state of the institution which have been ascertained during the progress of my inquiry.

### *Course of Instruction.*

The course of instruction as at present followed, does not extend beyond that marked out in the printed report for the attainment of the pupils in training during the first year of their residence. It seems probable that from the continual influx of those anxious to avail themselves of the benefits of the institution, in conjunction with the pressing demand for capable schoolmasters, the studies of the training pupils will for the future be confined nearly within the limits of a year.

The tendency thus to limit the course of training has been brought about rather in spite of the views and wishes of the directors than with their concurrence.

### *Cost.*

The average cost of the maintenance, lodging, and education of each pupil, amounts to 50*l.* per annum, including the rent, salaries, and all incidental expenses. Many pupils have been admitted without charge, and some at low rates of payment, but the highest remuneration has been 30*l.* per annum, together with a weekly sum of 1*s.* The directors have recently admitted adult pupils only, at a charge of 30*l.* per annum. They have therefore estimated the amount of outlay, which falls upon themselves, for 50 pupils, at 1,000*l.* per annum; but the engagement of any new masters would increase this expenditure by the whole salary and emoluments of such additions to their present staff. The patrons and friends of pupils are seldom disposed to expend more than 30*l.* upon the training of a master, and according to the above scheme one year's maintenance and training can be procured for such a sum, the arrangements of the establishment allowing that

50 schoolmasters may annually receive certificates of one year's training, by an outlay of 1,000*l.* per annum, in addition to the payments of the pupils.

The directors have reluctantly thus yielded to the force of circumstances, and the inadequacy of their private resources alone has compelled them to abandon for the present their earnest desire to prolong the period of training to two or three years. Their impression is that the results of one year's training must necessarily be unsatisfactory in many respects, particularly in that familiarity with the details of school discipline and management, which can only be acquired by a prolonged attendance on the practical exercises in the village school, and on the critical lessons founded thereon, in which the maxims of the teacher's art are imparted. Six months at least ought, in the opinion of the directors, to be devoted to daily attendance during three hours in the village school, when the student would be superintended in the management of his class by an experienced master, and gradually led to adopt the best methods of discipline and instruction. One year's instruction in the training school is the shortest period of preparation for these practical lessons in the village school. A year and a half, therefore, they conceive to be the minimum period which ought to be devoted to the instruction and training of a schoolmaster of the average attainments of such candidates as present themselves for admission.

Although, in submission to a necessity which they cannot control, the directors have, as it has been thus stated, consented to receive and train pupils for one year only, this arrangement has been found peculiarly inconvenient with regard to those junior pupils who had entered the establishment for longer periods. It has been endeavoured to reconcile their remaining in the establishment with the contraction of the course of instruction, by employing these younger pupils to a great extent in the village school, and the skill which they have acquired as teachers at an early age is attributable to the extent to which they have been so employed.

Several of the junior pupils have been sent forth either as assistants of schools or in sole charge of rural schools, aided by a matron; and soon after the ensuing Christmas, the training school will contain no pupils under 18 years of age, and they will chiefly enter for one year only.

The directors, however, wish it to be understood that, as far as their funds will permit them, they are desirous of making arrangements to facilitate the instruction of a pupil beyond this course of a year. If they find the patrons and friends of pupils disposed to permit their remaining for a year and a half, or even for a longer period, an advanced class will be formed for the instruction of such; but in that case the appointment of an additional assistant would be indispensable for enabling the present masters to take charge of those additional classes.



*Circumstances of the Inspection.*

When I visited the institution in November last, for the purposes of inspection, unavoidable circumstances had concurred to disturb the usual course of instruction and training:—among these were the recent illness of Mr. Tate, and the more alarming indisposition of an exemplary master (Mr. Horne), from whose labours the training school has (as I am assured) reaped the most signal benefits, and who was compelled to exchange his duties for an appointment under the Government in a warmer climate. Mr. Horne's sudden removal had occasioned a void in the establishment not easily filled up. After inquiry and deliberation, during which the vacant office had been entrusted, provisionally, to a gentleman then about to take charge of a model and training school in one of the colonies, the duties were confided, with the entire satisfaction of the directors, to the Reverend John Hunter, the present chaplain and master. I approached the examination of the school on my first visit under circumstances therefore unfavourable to the exhibition of the entire results of the instruction and training; and although the inspection was at that season invited by the directors, and welcomed by the masters; it was yet felt by them, and by myself, that a second examination of the pupils in training would enable me more effectually to test the efficiency of the institution.

Your Lordships' consent having been obtained, my examination was repeated after an interval of four months, namely, at the close of March in the present year.

In grammar, and in some departments of the religious instruction, the examination at my first visit was conducted orally, but in all other respects it was through the medium of written questions; these were drawn up by myself, after having received information from the tutors, as to the subjects to which attention had been specially directed during the previous quarter,\* as well as with regard to the mode, extent and general direction of their ordinary teaching. The answers to these questions were written at a sitting by the pupils in my presence without recourse to books, tables, or other adventitious help.

As an additional means for enabling me to set such questions as would in some measure fairly embrace the chief topics of instruction communicated to the pupils, I attended the lectures of the several tutors; and by this means, I had also an opportunity of noticing how admirably well these gentlemen did their work. In my judgment their modes of teaching were characterized by remarkable accuracy, clearness, and spirit.

*Means and Plan of Instruction.*

Of the unceasing attention and zeal for the best interests of the institution, manifested by the vicar of the parish, the Hon. and

\* For example, I was told by Mr. Hunter, that particular attention had recently been given to the gospel according to St. Matthew.

Rev. Robert Eden, it hardly becomes me to speak. From the first establishment of the training school he has devoted, week by week, a large portion of his valuable time to its superintendence and instruction. Every Monday a lecture is given by him to the pupils on Scripture and on the doctrines of the church, by which means he secures that kind of instruction which he wishes to be imparted by the pupils in training to the boys in the village school. The directors have also been anxious to avail themselves of his judgment as to the character and qualifications of the pupils of the training school previously to their admission.

The pupils are under the regular instruction of five teachers, Mr. Hunter, Mr. Tate, Mr. Macleod, Mr. Hughes, and Mr. May, their several spheres of labour being apportioned as follows:—

To the Rev. John Hunter (a clergyman of the Scottish Episcopal Church) is confided the religious teaching and the general superintendence of the entire establishment. As chaplain he conducts the morning and evening daily devotions, at both of which services a portion of Holy Scripture is read, and the Family Prayers compiled by the Bishop of London are used, followed by the Lord's Prayer and the concluding verse of the Second Epistle to the Corinthians.

After the Evening Prayers the chaplain receives and reads the reports of the several superintendents, concerning the conduct of the pupils in the classes and during the household and garden work. The registers of attendance on the classes are presented, and any want of punctuality is noticed.

This period is appropriated to such admonitions as the chaplain may think it desirable to utter. The minds of the pupils are prepared by the previous religious exercise to review the occurrences of the day, and the chaplain endeavours to lead them to apply to their duties the principles of which Holy Scripture is the source. These services are conducted with simplicity and solemnity, and the chaplain's suggestions and admonitions are made in a gentle tone in harmony with the previous service.

The conduct of any individual pupil is not the subject of public comment until the chaplain has endeavoured, by private interviews, to produce the desired effect on his mind.

In the religious instruction, the first object proposed is to make the pupils well acquainted with Holy Scripture, and next to explain to them the Liturgy and formularies of the church by the aid of the Bible, showing their accordance therewith. Mr. Hunter's character will be a sufficient guarantee to all that have the happiness of knowing him that his teaching in this respect will not want that warmth and life which is essential to its efficacy; and while it is his endeavour to set forth scriptural truth, he feels it to be his wisdom to endeavour also to set forth that truth in those proportions and with that distinctness with which it is to be found in Scripture. What is there most energetically and con-

tinuously dwelt upon, that he feels it necessary to make the main subject of his teaching. He is desirous, also, that while his pupils have a clear apprehension of the great doctrines of the creeds and of the principles of the Reformation as exhibited by our church, they should hold these in a tolerant spirit, as witnesses rather for the truth than against the opinions of those around them.

Hitherto all the pupils have regularly attended Divine worship at the parish church on the Sunday, although some few of them had not been accustomed to do so before their admission. If the case should arise of one who earnestly requested to attend stately the public worship of a body of Christians not in communion with the Church of England, permission would not be withheld. It would, however, be represented to him, that unless he could conscientiously conform to the practice of the students in this respect he had better not join the institution, and that the harmony of the household could not be preserved if a spirit of controversy were to arise. Such a spirit would be inconsistent with the character of the teaching and with that religion of the household which, while it is hoped that it retains all the warmth of zeal and the strength of earnest convictions, should yet be the parent of love for all, and which therefore seeks rather to attract than to repel those who, although their opinions are not at all points in harmony, are yet, as we trust, partakers of a common hope and waiting servants upon a common Lord.

The religious instruction, given by the Hon. and Rev. Robert Eden, and by the chaplain and the domestic services of the household, have been attended by all, and they are deemed essential features of the course of instruction and training through which the students pass.

Mr. Hunter also gives instruction in English grammar, etymology, and the History of England.

In English grammar, the principles of Mr. Macculloch's work have, for the most part, been adopted: some portions of it, particularly his definitions, have been simplified; but his classification of the pronouns, his resolution of the tenses of verbs (e. g. *I shall write* being explained as equivalent to *I purpose to write*), &c., have been adhered to.

The instruction in etymology has been given partly by the use of Wood's Etymological Manual, with catechetical lectures thereon; but it has been more frequently founded on words occurring in the usual course of English reading, the teacher, for example, giving the meaning of some words etymologically related to those occurring in the reading-lesson, and the pupil being requested to give the word, whose interpretation has been thus announced: the meaning is given as literally and etymologically as conventional usage will allow; and frequently the pupil has been called upon for a short sentence exemplifying that usage.

# THE TRAINING SCHOOL, BATTERSEA.

## SCHOOLMASTERS.

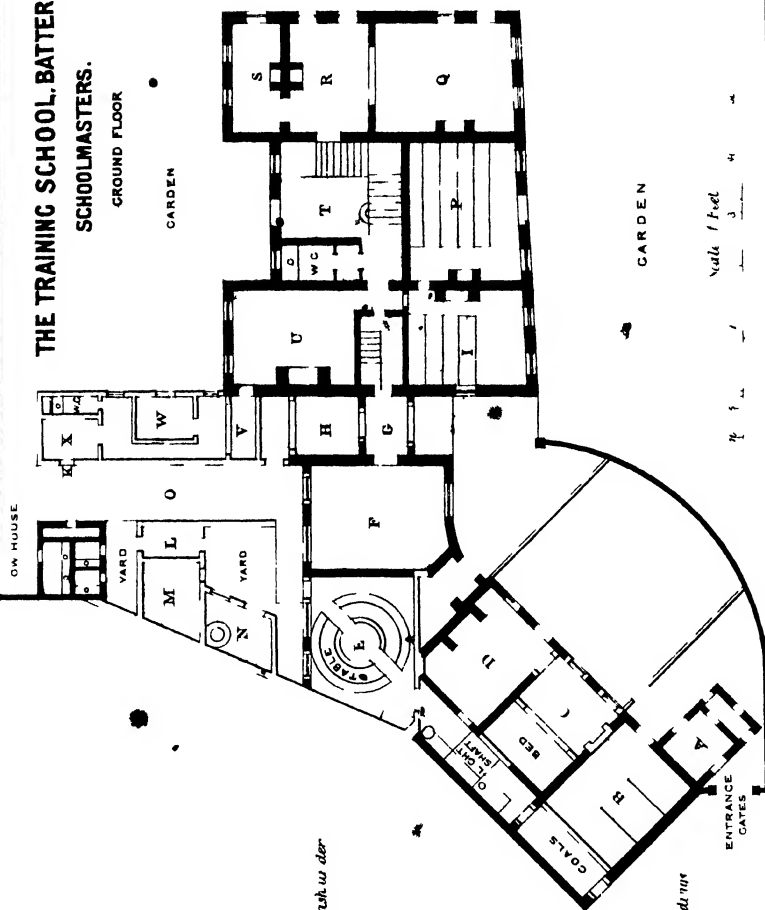
GROUND FLOOR

CARDEN

CARDEN

Value of Plot

1 2 3 4



### SCHOOL.

- A Secretary's Office
- B & C Stalls, Stable
- C Housekeepers Apartments
- D School Kitchen
- E Dining Hall
- F Class Room & Laboratory
- G Entrance
- H Lobby for Halls &c
- I Classroom
- L Knave's House
- K Coal Shed
- M Coal for School
- N Shoe Room
- O Covered Shed for students to wash & dry on return from the garden

### PRINCIPALS HOUSE

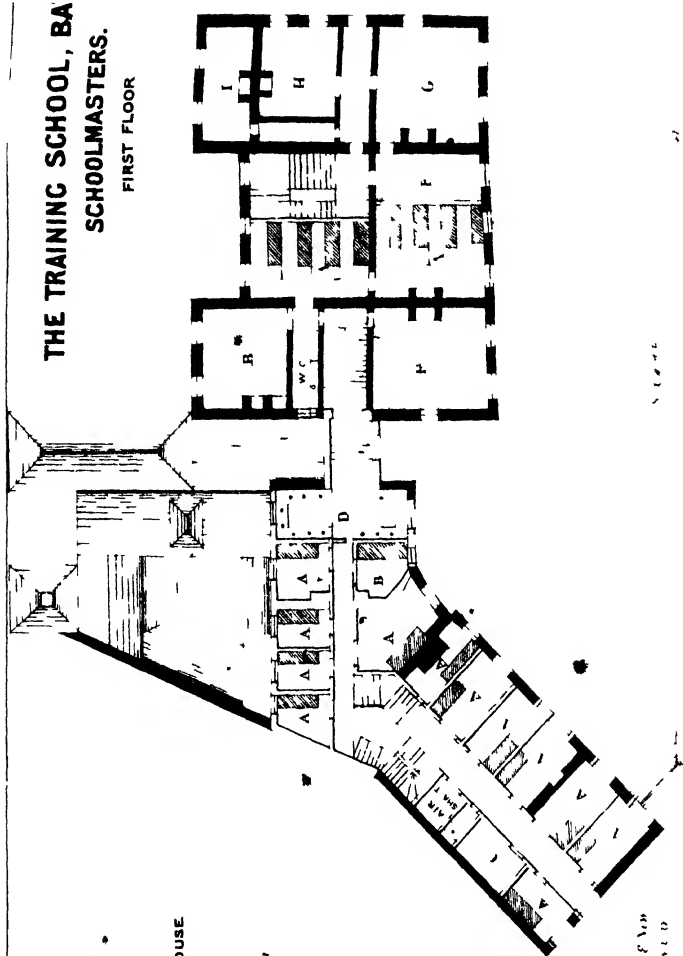
- P Principal's Lecture room
- Q Drawing Room
- R Dining Room
- S Study
- T Hall & Staircase
- U Kitchen
- V Scullery
- W Pantry
- X Coal

NB The Improvements & New Buildings shown in outlines

# THE TRAINING SCHOOL, BARSE.

## SCHOOLMASTERS.

FIRST FLOOR



### SCHOOL

- A Dormitories
- B Master's Bed room
- C Store room
- D Washing room
- E Dressing room

### PRINCIPALS HOUSE

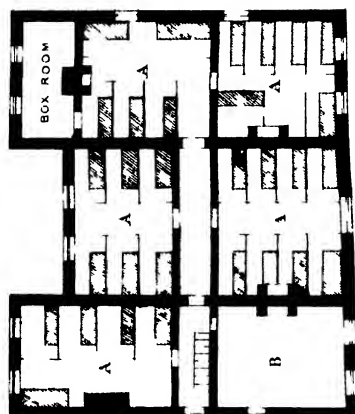
- F Dressing room
- G Bed room
- H Bed room
- I Servants Bed room

Architect J. C. G. & Son  
 Building in drawing

# THE TRAINING SCHOOL, BATTERSEA.

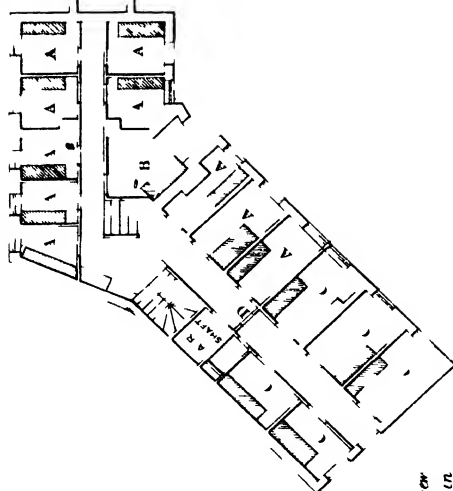
## SCHOOLMASTERS.

### SECOND FLOOR



#### SCHOOL

- A Dormitories
- B Master's Bed room
- C Room which may be used as a library when required
- D Door separating Infirmary from common Dormitories



B The Improvements & New Buildings are drawn in outline



In the History of England, the outlines published by the Christian Knowledge Society have been read, and recently Gleig's School History of England has been introduced. These readings are followed by oral examinations, both as to the contents of the lesson and as to the structure of the sentences and the etymological meaning of the words. Similarly, and as subsidiary to Mr. Hughes' Lectures on Geography, Professor Sullivan's "Geography Generalised" has been used as a lesson-book until a work on geography, now in preparation for the use of the pupils, and which it is expected will form a well methodised hand-book for elementary schools, can be published.

Hitherto the arithmetic, in which the pupils are very expert, has also been under the teaching of Mr. Hunter.

### *General Principles.*

Before proceeding to state the course pursued with respect to other studies, it is necessary to remark, generally, that the chief instruction of the establishment is communicated orally, with comparatively little assistance from text-books. The general view on which this system has been adopted by the Directors is, that it is important that the master should ascertain continually that the pupil is not charging his memory with a formula of words before he is familiar with the principles which it embodies; and that it is especially necessary with a class of pupils who are almost without instruction before their admission, and therefore unaccustomed to the exercise of their mental powers, to cultivate their almost dormant faculties by a continual training in which the master takes a part. It is thought that the faculties which have grown stiff and contracted, for want of activity, may be thus more certainly trained to the gradual development of their forces than if they made the necessary efforts without the constant guidance and assistance of the master. On the other hand, the limited period which can be devoted to the course of instruction renders it indispensably necessary that every precaution should be employed that the pupils are at every step not deceiving themselves with mere formal acquisitions of words, but are laying up a store of thoughts and principles whose reproductive energy they will afterwards discover. On this account text-books are employed almost solely for purposes of recapitulation; and those which are used generally embody but imperfectly the substance of the lectures and lessons which are delivered. On leaving the establishment the pupils are recommended to purchase a small library of text-books with which to pursue the studies they have commenced.

Mensuration, algebra, mechanics, especially the powers combined in the steam-engine; some problems in nautical astronomy, and the explanation of natural phenomena, in connexion with an



elementary knowledge of the laws of chemistry and natural philosophy, are the province of Mr. Tate.

In algebra the pupils are taken as far as the solution of cubic equations, and the summation of series.

In the other subjects, through the kindness of Mr. Tate, I was furnished with the following syllabus:—

**Mechanics.** The laws of motion—descent of bodies by the force of gravity—composition and resolution of forces.

**The Lever.** Equation of equilibrium, taking the weight of the lever into account—virtual velocities as applied to the lever—oblique lever—equality of moments.

**The Pulley.** Advantage gained by taking the weights of the pulleys into calculation—principle of virtual velocities as applied to the pulley. The other mechanical powers are gone through in a similar manner.

Further application of the composition and resolution of forces,

Pressure on beams and tension of cords.

**Centre of Gravity**—considered in relation to rectangular co-ordinates of bodies in the same as well as in different planes.

**Elements of Machinery.** General objects of—different modes of distributing motion, regulators of motion—Governors, contrivances for changing the *direction* of motion—for changing the *kind* of motion—for changing the *velocity* of motion. Work done always equal to the force applied.

**Work.** Units of work in raising a given weight in opposition to gravity—units of work in raising a given weight up an inclined plane, not taking friction into account—units of work in raising structures—units of work in transporting materials on common roads—first on a level road—secondly on an inclined plane, taking the resistance of friction as a certain part of the gross load—similarly—units of work performed by railway trains—cost of excavation, and transport, by means of barrows. Horse powers of a steam-engine, working at an average pressure—units of work, &c., in pumping mines—units of work, &c., performed by water wheels moved by a stream, having a given velocity and fall—given the duty of an engine to find the expense of performing any given work.

**Natural Philosophy.** In teaching this subject, inductive methods of proof have almost invariably been employed. Whilst the most important phenomena have been exhibited experimentally, those principles only were selected for explanation which appeared to illustrate some one of the operations of nature or processes of art. Without attempting any abstruse mathematical investigations, it is hoped that valuable practical calculations have been given where the subject admitted of such application. The following may be taken as a brief outline of the course of lessons:—

**Non-elastic Fluids.** Fundamental properties of—illustrations of transmission of pressure—levelling—Artesian wells—Bramah's press—pressure of water due to gravity—proportional to the depth—pressure on the sides of vessels—centre of pressure—hydrostatic bellows—weight of embankments necessary to equilibrate pressure—specific gravity—floating bodies—metacentre.

**Elastic Fluids.** Properties of the atmosphere and other gases—pres-

sure inversely as the volume—diffusion of gases—air pump—condenser—barometer—syphon—gauge.

Hydraulic and Pneumatic Engines, Common pump—forcing pump—fire-engine—syphon—reciprocating springs—Archimedes' screw—Barker's mill—diving bell—pneumatic trough—gas-holder—effects produced by the instantaneous destruction of motion in fluids illustrated—the hydraulic ram,—and water wheels.

Heat. Laws of—thermometer—differential thermometer—compensation pendulum—form of bodies altered by variations in temperature—latent heat—vaporization—expansion of elastic fluids under an increase of temperature—specific heat—radiation—tops of mountains colder than the plains—evaporation—ventilation.

The Atmosphere considered in relation to climate and weather. Winds—dew point—clouds, fog, rain, &c. Huttonian theory of rain—mountains and winds the great agents in the production of rain—why mountains produce rain, &c.—the barometer considered as a weather gauge.

Steam-engine and Labouring Forces. Short history of the steam-engine—leading parts of Watt's double-acting steam-engine—laws of heat applied to steam—units of work performed by a cubic foot of water in the atmospheric engine—labouring force of steam with a mean pressure—duty, &c., of steam-engines considered under various relations—advantages of working steam expansively—demonstration of Thomas Simpson's rule for finding the contents of a solid, bounded on one face by a curved surface,—application of this rule to the calculation of the units of work performed by steam working expansively—labouring force of locomotive engines arising as well from the co-efficient of friction as the inclination of the rail—Pambour's theory of the steam engine. (This last remains to be considered.)

Chemistry. Properties of bodies, primary and secondary—particular notice of some of the more important ones—attraction—gravitation—cohesion, as distinguished from chemical affinity—extreme divisibility of matter shown in metallic solutions—porosity—compressibility—elasticity—Marriott's experiment—chemical affinity—single and double elective affinity—laws of combination—chemical nomenclature—symbols—doctrine of equivalents—equivalents of more common simple substances and compounds with each other—water—composition of—the atmosphere—analysis of—properties of the component gases—oxygen—preparation of, from peroxide of manganese and chloride of potassa—carbonic acid—properties and preparation of—how detected in water—found in mines—expired by animals—occasional impurities in atmosphere. Chlorine—properties of, &c.—carburetted hydrogen common gas—fire damp—Davy's lamp.

Globes. Arguments proving the rotundity of the earth—solar system—rotation of the earth on its axis—magnitude of the earth, by measuring a degree upon the meridian—method of determining longitude and latitude at sea—problems on the same—proof that the elevation of the Pole is the latitude of the place—Ecliptic—and signs of the Zodiac—origin of the lines upon the globe—causes of the seasons—the meridian elevation of the sun at any place depends upon his declination—problems on the same—method of finding the length of the day on the globe—show by a simple observation how the inclination of the ecliptic may

be determined—the moon's phases—explanation of the difference between a synodical and periodical month—the tides—distribution of temperature on the earth—the atmosphere—refraction—twilight.

**Mensuration.** Areas of rectangles by decimals and duodecimals—areas of triangles, given the perpendicular and base—and also when the three sides are given—areas of trapeziums, given the diagonal and perpendiculars—areas of trapezoids—areas of right-lined irregular figures—Thomas Simpson's rule for calculating irregular figures—given the two sides of a right-angled triangle to find the hypothenuse,—the hypothenuse and side to find the remaining side—given the two sides of a right-angled triangle to find the perpendicular upon the hypothenuse—given the diameter of a circle to find the circumference—and the converse—areas of sectors, &c.

**Solids.** Contents of rectangular solids, cylinders, cones, rectangular wedges—contents of irregular solids, by Thomas Simpson's rule—contents of railway cuttings, by Professor Moseley's formula—contents of a sphere, given the diameter, &c. These rules have been applied in finding the cost of pavements, walls, floors, timber and joists, &c.

The modes by which these subjects are taught are eminently practical. Nothing surprised me in the Institution more than the skill with which Mr. Tate had (if I may use the expression) ground down some very difficult problems in mechanics, so as that they might be clearly and easily apprehended by such as were masters simply of the ordinary processes in arithmetic. In addition to great mathematical attainments, Mr. Tate possesses a rare facility of communicating his stores of practical knowledge by degrees, and in logical sequence, so as that each step in the working, while it is distinctly brought forward to the pupil's notice, is seen to connect itself naturally with what has been previously acquired. For the modes in which he has solved some of the problems connected with the work done by the steam-engine, and in some other departments of mechanics, he gratefully acknowledges the aid received from Professor Moseley, of King's College; and in my examinations on these subjects, I must have confessed myself to be at a loss, had it not been for help most readily and kindly given by the same distinguished teacher, both in the framing of my questions and in ascertaining the merits of the answers sent into them by the pupils.

The advantages to be derived to our parochial schoolmasters from the knowledge of mechanics, and especially of the principles on which the steam-engine is constructed, and of the calculations applicable to its agency, have been stated in the printed Report of Mr. Kay Shuttleworth and Mr. Tufnell with a force and distinctness that leave me nothing to add. Indeed a mere glance at the questions proposed by Mr. Tate to his pupils as they are printed in the Appendix, must convince those acquainted with our mining and manufacturing districts, that the practical principles embraced in his teaching possess the highest commercial value as branches of industrial knowledge; while to those who regard

ing of the labourer, it must be obvious that he will be more readily led to exercise thought and judgment upon the matters before him, by finding the principles of knowledge acquired at school directly applicable to the employments of his working-day life.

### *Art of Teaching.*

The functions of Mr. Walter Macleod (who for want of a comprehensive phrase already in use, appropriate to the part assigned to him, has been styled Master of Method) have recently been enlarged.

In the training school, it is his office to give instruction as to the modes of teaching the following subjects:—

1. Arithmetic, after the method of Pestalozzi, from a Manual prepared by Mr. Tate.

2. Writing, after the method of Mulhauser, according to the Manual published under the sanction of the Committee of Council on Education.

3. The Phonic method of teaching to read, by a Manual about to be published under the same sanction.

Further, as superintendent of the village school, he takes notes of the teaching of the students employed by him there in each branch of instruction, which furnish materials for lessons in the art of teaching afterwards delivered in the Normal School.

The gallery lessons from objects, as well as those in biblical instruction, are made the subject of special critical remarks among the students in his presence. Instruction is added as to the selection of subjects and the modes of treating them for future lessons.

While Mr. Macleod is engaged in giving these lessons in the training school, the village school is left in charge of one of the students, who superintends the teachers in their instruction of the classes intrusted to them. The superintendent is thus gradually accustomed to the responsibility and general management of an elementary school.

Not only, therefore, is it Mr. Macleod's duty to make the pupils familiar with the methods of conveying elementary instruction to young children as aided by the Manuals alluded to; he has also to teach the pupils to resolve the more technical knowledge apprehended by them on other subjects into its simplest elements, so as to enable them to convey it in a synthetic order to the children of the village school. His instruction embraces, moreover, the general principles of school management, and the particular modes of organization adopted in the best elementary schools; reference being continually had to the pupils' own efforts in the classes and as general managers, and their comments on each other are encouraged for the purposes of mutual improvement.

Mr. William Hughes, one of the professors of the College for



These subjects are more fully dwelt upon in the second and third quarters than in the first and fourth, as may be seen by the greater number of lectures allotted to them in those portions of the course.

The pupils are divided into two classes; the instruction given to the second class is throughout of a more elementary character than that of the first, but the same general system is pursued with each.

The music is under the superintendence of Mr. E. C. May, who attends for that purpose at the training institution, twice a-week.

• *Results.*

The attainments of the pupils in these respects, with the exception of music, in which I am not competent to examine, and Mr. Macleod's department, which has but recently attained its full development, will (as I hope) be sufficiently exhibited in the following Tables. These embrace the questions set by me at the close of last November and March,\* together with an estimate of the value of the answer given by each pupil to each question, classed under three degrees of merit, A, B, and C. The pupils are designated by figures, which severally represent the same individuals throughout both examinations; the age of each pupil, as well as his standing in the institution, are shown in the tabularized results of the first paper. In the mathematical papers, the letter A marks a full and perfectly accurate solution to the question, as given by that pupil under whose figure it occurs. The detection of the slightest error degraded the value of the answer into the class B. The class designated by C necessarily includes various degrees of merit; in the Mathematical Papers, the results comprised under it at first sight appeared wide of the truth; on examination, however, these were frequently found to contain correct expressions, the failures in such cases having arisen from arithmetical errors. The values of these characters as applied to answers that do not involve calculation, cannot be exactly defined. While generally, it may be stated, that the best answers are marked A, and that those which seem to have any merit, however small, are marked C; an answer rendered faulty by an error of statement, or an explanation, correct as far as it goes, but in some respect deficient, has been characterized by B.

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\* It should be noticed that, through the kindness of a friend (Dr. Miller of King's College), I was furnished with some questions on chemistry that were set in my first examination, but as it proved difficult in so large a subject (of which necessarily the pupils at Battersea, from the number of their pursuits, could receive only general impressions) exactly to hit the several points to which attention had been directed, I have not in this instance taken the pains to tabularize the results obtained.









8. Mention any parables in St. Matthew's account which show our Lord's foreknowledge of the effects that would be produced in the world by the preaching of the Gospel.	A	..	..	C	..	C	B	C	A	B	..	C	C	A	A
9. Give in round numbers the dates of the following events:— The birth of Abraham. The Exodus of the children of Israel. The accession of King Solomon. The return from the 70 years' captivity. The destruction of Jerusalem.	A	A	A	..	A	..	A	..	A	..	A	..	..	B	B
10. Give examples from the Bible of the names of persons and places being changed, with the import of the new names given.	A	A	..	B	B	..	B	B	B	C	B	C	..	..	..
11. Give some of the chief names and titles ascribed to our Blessed Lord in the Scriptures,* and show their significance and fitness.	A	A	..	B	B	..	B	B	A	..	A	A	..	B	C
12. Give a short account of the lives of— Gideon Elijah Hezekiah Philip the deacon	..	..	..	..	..	..	..	..	..	..	..	..	..	C	C
13. Show briefly from Scripture what Christ, as our High Priest, hath done and is doing for us, with the corresponding duties on our part*	B	..	C	A	B	C	B	C	A	B	A	B	B	B	C
14. Give from Scripture encouragement to transgressors to go back to God*	A	B	A	A	..	A	A	A	B	A	A	A	A	A	..

Particular attention to be paid to those questions marked \*.

## SENIOR DIVISION.

GEOGRAPHY.—November 29, 1842.										
Figure characterizing the Pupil										
	1	2	3	4	5	6	7	8	9	10
1. Give a description of the general aspect of America.	A	B	C	B	A	B	B	A	B	B
What points of resemblance are there between its two Continents?	A	..	..	A	A	A	..	A	A	C
What are its chief table-lands?	B	B	..	..	A	A	..	B	..	B
Mark the directions in which the chief lines of drainage fall	A	A	..	..	A	A	..	A	..	C
2. Give some of the distinguishing features of the Andes.	B	..	..	..	B	B	..	B	B	B
What is their greatest elevation?	A	..	..	..	B	B	..	B	B	A
3. What is known of the physical geography of Australia?	B	B	..	..	C	C	B	C	B	B
Give some account of its original inhabitants	C	C	..	..	C	C	B	C	B	C
4. What is the present political condition of Palestine?	B	C	..	..	B	B	..	B	B	C
5. Give a general description of the chief physical features of the Holy Land.	A	A	B	B	A	C	A	B	C	B
Do these in any respect differ from the state of things spoken of in Holy Scripture?	A	A	..	..	A	..	A	A	..	B
How do you account for this difference?	A	A	..	..	A	..	A	A	..	B
6. Give a sketch of the journey of St. Paul.	B	A	..	..	B	..	A	A	..	B
7. Give some account of the progress of geographical discovery within the Arctic and Antarctic Circles.	C	..	..	..	C	..	..	..	..	B
8. Who have been the chief discoverers among the Dutch and French voyagers?	..	C	..	..	..	..	..	B	..	..
Mention the locality of the labours of each	..	C	..	..	..	..	..	..	..	..
9. Specify the locality of the chief mineral productions of Europe.	A	..	..	..	B	B	A	B	..	C
Noting more particularly those of the British Isles	A	A	..	..	B	B	A	B	..	B
10. How do the great mountain ridges of Asia lie?	A	A	..	..	A	A	..	C	..	..
Mark the outlets of its chief rivers	A	A	..	..	A	B	A	B	..	..

## SENIOR DIVISION—continued.

## STEAM ENGINE.—December 1, 1842.

Figure characterizing the Pupil.	1	2	3	4	5	6	7	8	9
1. Find the horse-power of an engine that will raise 100 cubic feet of water per minute from a depth of 600 feet	A	C	A	A	A	B	B	A	A
2. Find the power of an engine that will sustain the motion of a train weighing 50 tons at 20 miles per hour (Friction 8 lbs. to the ton)	A	C	..	A	A	A	A	A	..
3. Find the power of an engine, the pressure on the piston being 10 lb. per square inch, the elasticity of steam in the condenser 2 lb. per square inch, the piston 6 ft. in diameter, stroke 8 ft. 15 single strokes per minute	C	C	..	B	B	B	A	A	C
4. How many bushels of coals will raise 150 cubic feet of water per minute, the depth of the shaft 100 fathoms, the day 24 hours, the duty of the engine 60,000,000	A	C	C	C	A	A	B	A	..
5. From what depth can I raise a weight of 6 cwt. with a rope 4 inches in circumference in 6 minutes with 3 horse-power (weight of 1 foot of rope 1 inch in circumference .046)	C	C	C	C	B	B	A	B	..
6. Steam is admitted into the cylinder of a steam-engine at an effective pressure of 30 lb. per square inch, the area of the piston 100 inches, length of the stroke 10 feet, steam is cut off at 2 feet, required the units of work performed by one stroke	B	A	B	A	B	B	A	B	C
7. Describe the chief parts of the double-acting steam-engine.	B	C	B	B	B	B	B	A	B

## SENIOR DIVISION.

## MECHANICS, HYDROSTATICS, AND NATURAL PHILOSOPHY.—November 30, 1842.—Five Hours.

Figure characterizing the Pupil . . . . .

1. Solve by Cardan's rule the equation  $x^3 + 15x^2 + 84x - 100 = 0$ .  
 2. A, B, is a lever without weight 16 ft. long, 28 lb. are hung at A, 3 cwt. at B, DB=6 ft., DE=7 ft.; find the weight necessary at E, to produce equilibrium . . . . .

3.  $\alpha$   $\beta$  is a cylinder of iron in a horizontal position, each foot of its length weighs 10 lb.; its length=12 feet. At  $\gamma$  (15 feet vertically above  $\beta$ ) is a pulley, 3 feet from the extremity  $\alpha$ , is suspended a weight of 3 cwt.; find the power which, attached to a line passing from extremity  $\alpha$  over the pulley at  $\gamma$ , will keep the cylinder horizontal . . . . .

4. Find the advantage gained in an axle of two different thicknesses, the diameters being respectively 3 and 4 inches, the string coils round in opposite directions; the power acting at a distance of 9 inches from the centre . . . . .

5. Explain the reason of the conical shape of the fusee of a watch . . . . .

1	2	3	4	5	6	7	8	9
..	..	..	..	..	B	..	..	..
A	A	A	A	A	A	A	A	A
B	B	..	..	..	A	C	C	..
C	..	A	..	C	A	C	C	B
B	..	..	..	..	..	C	..	..

[illegible]







## JUNIOR DIVISION.

MENSURATION, MECHANICS, AND THE STEAM ENGINE.—November 24, 1842.

Figure characterizing the Pupil . .	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1. Find the area of the square described } on the hypotenuse of a right-angled } triangle, the sides being 7 and 13 . . }	..	B	A	A	..	A	..	A	..	A	B	C	A	A	B	A	A	A	A	C	B	A	A	A
2. Construct a triangle the sides of which } shall equal 3 given straight lines . . }	..	..	..	..	..	..	..	C	..	..	..	..	..	A	..	..	..	..	A	..	..	..	..	..
3. How many solid feet in a slab of marble } 12 feet long, 9 feet wide, and 18 inches } thick . . . . . }	A	A	A	..	A	A	..	A	..	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A
4. Find the area of a triangle, whose sides } are 12, 16, and 20 respectively . . }	A	..	..	A	..	A	A	A	A	A	..	A	A	A	A	A	A	C	A	A	A	A	A	B
5. The sum of the 3 sides of an equilateral } triangle is 27 yards, find its area to 2 } places of decimals . . . . . }	..	C	..	..	..	..	A	A	..	..	..	..	A	..	..	A	A	A	A	B	..	A	A	..
6. Find the area of a rectangular floor, } the sides being 4 feet 7 inches, and } 3 feet 10 inches . . . . . }	A	A	B	..	..	A	..	A	..	B	A	A	..	A	A	B	A	A	A	A	A	A	A	A
7. What proportion does the diameter of a } circle bear to its circumference ? . . }	A	A	..	A	C	A	..	A	..	B	..	A	A	A	B	B	A	A	A	A	A	..	B	..
8. Give familiar examples of the three sorts } of levers . . . . . }	B	B	A	..	B	B	..	A	..	C	C	A	A	B	B	B	A	A	A	C	..	B	..	..

Find the relation between the power and the weight when acting vertically downwards on opposite sides of the fulcrum . . . . .	B	A	A	..	..	A	..	..	A	A	A	A	A	A	A	..	..	A	..	..
Explain how a paper kite rises in the air	..	..	..	C	..	C	..	..	..	..	..	..	..	..	..	C	..	..	..	..
How may a person with a watch in his hand ascertain the height of a perpendicular cliff while standing on its summit? . . . . .	A	..	A	..	C	A	..	A	..	..	..	..	..	..	..	B	C	..	..	B
Apply what you say to a particular case .	A	..	A	..	..	A	..	..	..	..	..	..	..	..	..	C	..	..	..	B
Show on what principle the common steelyard is graduated . . . . .	..	A	C	..	..	B	..	C	..	..	C	..	..	..	..	B	B	C	..	..
What is the use of the fly-wheel in a steam-engine? . . . . .	C	C	A	C	..	C	C	A	C	B	A	B	A	B	..	..	A	A	A	..
How is the up and down motion of the piston changed into a continued circular motion? . . . . .	..	..	..	..	..	..	..	C	A	..	A	C	A	A	..	..	..	A	..	..
Show how a continued circular motion may be changed into an alternating up and down motion . . . . .	..	B	B	..	..	A	..	..	..	B	..	B	..	..	..	..	B	..	..	A
Find the relation of the power to the weight in that system of pulleys, when each pulley hangs by a separate string	A	B	B	C	B	A	C	B	C	B	A	B	B	B	..	C	B	..	..	C
Describe the governor of a steam-engine	A	A	..	C	..	A	..	A	..	C	A	A	A	A	..	A	A	A	A	B

## UNIOR DIVISION.

## RELIGIOUS INSTRUCTION.—November 25, 1842.—Two Hours and a Half.

Figure characterizing the Pupil	10	11	12	13	14	15	16	18	19	20	21	22	23	25	26	33
1. Who were the Scribes? Pharisees? Sadducees? and Publicans?	.. C B A	A A A A	A B B A	.. .. .. ..	.. B B B	.. .. .. ..	.. .. .. ..	.. .. .. ..	A .. .. ..	C .. .. ..	A B B A	A A B A	A B B A	A B B A	A B B ..	B A B A
2. What was a synagogue? Give some account of the first erection and subsequent history of the Jewish temple.	B B	A A	B B	.. B	A B	A B	.. ..	.. B	.. C	C C	C C	C C	C C	.. C	B B	A A
3. Draw a map of Palestine, marking the chief places men- tioned in the Gospels	C	B	C	..	C	C	..	C	C	B	B	..	..	B	C	B
4. What is the meaning and derivation of the words Absolution? Advent? Catechism? Catholic? Epiphany? Ghost? Gospel? Litany? Liturgy? Sacrament? Testament?	B B C A .. .. .. .. .. .. B A	.. .. .. .. .. .. .. .. .. .. .. ..	A A .. .. C A B .. .. .. .. ..	B B B .. A A .. .. .. .. ..	A B C .. A A .. .. .. .. ..	B B C .. A A .. .. .. .. ..	.. .. .. .. .. .. .. .. .. .. .. .. ..	A A .. .. C C .. .. .. .. .. .. ..	B .. .. .. .. .. .. .. .. .. .. .. ..	.. .. .. .. .. .. .. .. .. .. .. ..	A A C B B A .. .. .. .. .. .. ..	A .. .. .. .. .. .. .. .. .. .. .. ..	A B .. .. .. .. .. .. .. .. .. .. ..	A B B A .. .. .. .. .. .. ..	A A A C .. .. .. .. .. .. ..	B A .. .. .. .. .. .. .. .. .. .. ..
5. What do we learn of St. Matthew from his Gospel?	..	..	..	..	A	C	..	..	C	B	..	..	..	B	..	A



## JUNIOR DIVISION.

GEOGRAPHY.—29th November, 1842.

Figure characterizing the Pupil	17	22	12	31	30	21	13	27	26	16	18	25	10	32	29	28	14	15	23	33	11	24	20	19
1. Draw a map of America, marking the chief mountain ridges, and the names and directions of the chief rivers . . .	..	A	B	B	B	B	A	A	..	C	B	C	A	B	B	B	C	B	A	C	..	B	A	A
2. How are the mountains on the east side of America distinguished from those towards the west?	C	A	B	A	B	A	A	B	..	C	C	B	C	B	C	C	..	C	C	B	B	C	B	B
3. What is included under the name Polynesia?	B	A	B	B	C	A	B	A	C	C	B	B	B	B	C	C	..	B	B	C	A	B	C	A
4. Give as accurately as you are able the localities of the chief manufacturing and mining population of Great Britain . . .	A	B	B	A	B	A	B	A	B	..	B	B	..	A	B	B	C	B	B	B	A	A	B	A
5. Give some account of the physical aspect of Ireland . . .	B	C	C	A	B	B	C	C	..	..	C	C	..	C	A	B	..	A	B	C	B	B	C	B
6. Mention the chief towns on the Severn Thames . . .	B	..	B	B	C	C	B	B	..	..	..	C	..	..	C	C	..	..	B	..	B	A	C	B
Buckinghamshire Ouse . . .	B	..	B	A	B	A	..	..	..	..	..	..	..	..	C	B	..	..	..	..	..	..	..	..
and Tyne . . .	..	A	B	..	..	A	A	A	..	..	..	..	..	..	B	B	..	..	..	..	..	..	..	..
7. Draw a map of England, marking the chief ranges of hills and mountains . . .	..	B	B	B	B	B	B	C	..	..	B	C	..	B	B	B	..	A	B	C	B	A	B	B
8. Describe the locality of the following Irish towns:—	B	..	..	B	..	A	C	..	..	..	..	..	..	..	..	..	..	B	..	..	B	..	B	
Armagh . . .	B	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Athlone . . .	B	..	..	A	..	..	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Belfast . . .	B	..	..	A	..	A	B	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Cork . . .	B	..	..	A	..	A	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Drogheda . . .	B	..	..	A	..	B	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Galway . . .	B	..	..	A	..	A	C	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Kilkenny . . .	B	..	..	A	..	A	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Limerick . . .	B	..	..	A	..	B	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Londonderry . . .	B	..	..	A	..	A	B	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	
Sligo . . .	B	..	..	A	..	A	..	..	..	..	..	..	..	..	..	..	..	B	..	..	..	..	..	



## JUNIOR DIVISION.

GEOGRAPHY.—29th November

VISION.

7 22 12 31 30 21 13

## ADDITIONAL QUESTIONS.—April 3, 1843.

Figure characterizing the Pupil

	21	3	2	34	5	7	4	9	22	17	8	11	6	23	10	30	1
1. Required the amount of 246 <i>l</i> . 15 <i>s</i> . for 3 years, 6 weeks, and 4 days, at 2½ per cent. per annum . . . . .	A	B	B	A	B	A	A	A	A	C	C	A	A	A	A	B	A
2. Four parties contribute each to a speculation 750 <i>l</i> . The first withdraws his money after 7 months, the second after 9 months, the third after 11 months; at the year's end the whole gain is 438 <i>l</i> . Find the share of each . . . . .	A	B	A	B	A	A	A	A	A	A	A	B	A	B	A	B	A
3. Find the sum of $\frac{1}{3} + \frac{1}{4}$ of 93 + $\frac{1}{5}$ of 84 . . . . .	B	B	B	B	B	B	B	B	B	A	B	A	B	B	C	B	B
4. Find the expense of covering a room 26 ft. 9 in. by 12 ft. 4 in., with a carpet $\frac{1}{4}$ of a yard wide, at 4 <i>s</i> . 2 <i>d</i> . per yard . . . . .	B	C	B	A	A	A	B	B	C	B	A	C	B	C	..	B	B
5. Mix brandy at 8 <i>s</i> ., wine at 7 <i>s</i> ., cyder at 1 <i>s</i> . with water, so that the mixture be worth 5 <i>s</i> . per gallon . . . . .	A	B	A	A	A	A	B	A	A	A	A	B	A	B	C	A	A

SENIOR DIVISION.

GEOGRAPHY.—March 29, 1843.—2 to 5½ P. M.																		
Figure characterizing the Pupil		21	3	2	34	5	7	4	9	22	17	8	11	6	23	10	30	1
1. Give some account of the present condition of Antioch (capital of Syria), Babylon, Behelehem, Cana, Damascus, Ephesus, Jericho, Joppa, Nazareth, Smyrna, Tadmor, Tiberias, Tyre . . . . .		B	..	B	B	A	A	A	A	C	..	C	B	C	C	A	..	A
2. Mention the chief mineral productions of Europe, with the localities where they are found . . .		A	B	A	A	A	A	A	B	A	B	C	B	C	B	C	B	A
3. Mention the chief manufactures of England, and the districts in which they prevail, with (if possible) some estimate of the numbers directly supported by them . . . . .		A	B	A	B	A	B	A	A	B	B	C	B	B	B	B	A	A
4. Give some account of the physical features and natural productions of Hindoostan . . . .		A	..	C	..	B	A	B	C	C	C	C	B	C	B	B	..	B
5. Draw a map of Scotland, showing the relative position of the chief counties . . . . .		A	..	B	..	B	..	..	..	..	..	..	..	..	..	..	..	B
6. Give some account of the English settlements in Africa . . . . .		B	..	C	C	B	B	C	C	C	B	B	C	..	B	..	..	B
7. What do you know of the religion, progress in civilization, and natural productions of China? . . .		C	C	..	..	B	B	B	B	C	A	C	B	C	C	..	..	A



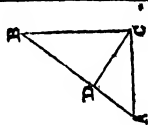
## SENIOR DIVISION.

ALGEBRA AND MENSURATION.—March 24, 1843.—2 to 5½ P.M.

	21	3	2	34	5	7	6	9	22	17	8	11	6	23	10	30	1
Figure characterizing the Pupil . . . .	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	C	A
1. Divide $a^5 + 5a^4x + 10a^3x^2 + 5a^2x^3 + x^5$ by $a^2 + 2ax + x^2$ . . . . .	..	..	B	C	A	A	A	A	..	A	B	B	C	..	B	..	B
2. Multiply $x^2 - \frac{x}{2} + \frac{x}{3}$ by $\frac{x}{3} + 2$ . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3. Solve the following equations: $x - \frac{x+3}{3} + 15 = \frac{12x+26}{5}$ . . . . .	A	A	A	C	A	A	A	A	A	B	A	A	C	C	A	A	A
$4x^3 - 3x = 85$ . . . . .	B	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A
$x = 3y$ and $10x + y = x^2 + 12$ . . . . .	..	B	B	..	..	A	A	A	..	C	A	..	A	C	..	..	B
4. A certain number of sheep cost 120 <i>l</i> .; 8 died, the remainder being sold at 8 <i>s</i> . a-head profit, produced 120 <i>l</i> . Find the number of sheep. }	..	..	A	..	..	A	A	A	..	..	A	..	A	..	..	..	A
5. Find how many terms of the series 5, 7, 9, &c. must be taken to equal 437? . . . . .	..	..	A	..	..	A	..	..	..	..	C	..	A	..	..	..	A
6. Expand $(x^2 + 3y)^5$ by the Binomial Theorem .	B	B	A	..	C	A	C	A	..	..	C	C	A	..	B	..	A
7. Divide 24 in 2 parts, whose product shall be to the sum of their squares :: 3:10::3:10 .	..	A	A	..	..	..	..	B	..	..	B	..	A	..	..	..	A

8. Find the area of a trapezoid, the parallel sides being 750 and 1225 links, and the distance between them 1540 links . . . . .

9.  $\angle ACB$  and  $\angle ADC$  are right angles,  $AC$  is 108 yards;  $CB$  is 144 yards; find  $CD$ ,  $BD$ , and  $DA$ .



10. A ladder 30 feet long, inclining at an angle of  $60^\circ$ , rests against a wall, find the height of its top from the ground, and the distance of its foot from the base of the wall . . . . .

11. Find the area of a sector, where the radius is 9 feet, and the chord of the arc 6 feet\*.

12. Find the acreage of a triangular field, the sides being 380, 420, and 765 yards.

13. Find the contents of a piece of timber, the bases being squares, each side of the greater end being 15 inches, and each side of the lesser end 6 inches; the length 24 feet . . .

14. State Thomas Simpson's rule for finding the area of irregular figures, and give a practical exemplification of it in a particular case. . . .

\* Mr. Tate suggests that trigonometrical tables should have been supplied for working this question, as the pupils had not been made acquainted with the empirical rule required.

## SENIOR DIVISION.

RELIGIOUS INSTRUCTION.—March 27, 1843.—2 to 5½ P.M.		40	31	3	2	5	24	12	14	32	29	7	4	36	9	17	8	39	23	28	30	1	37
Figures characterizing the Pupil . . . . .		A	A	A	A	B	A	A	A	B	A	A	A	A	A	A	B	A	A	A	A	A	A
1. What is meant by the doctrine of the atonement? . . . . . Give Scriptural grounds for your statements on this head . . . . .		A	A	A	A	C	B	C	B	C	A	A	A	A	B	A	A	A	A	A	A	A	A
2. Show from the Bible that we are encouraged and commanded to trust to God's providence for ordering aright matters that may seem of small importance, as well as great matters . . . . .		A	A	A	A	A	A	C	B	..	B	..	B	B	A	..	B	A	A	..	A	B	A
3. Show that our Lord Jesus Christ was truly, and in the highest sense, God . . . . .		A	A	B	B	A	A	B	C	B	A	..	A	C	A	A	A	A	B	C	A	A	B
4. Show how the time . . . . . places . . . . . and manner of our Saviour's birth were limited by prophecy . . . . .		A	A	..	A	A	A	..	..	A	A	A	A	A	A	A	B	A	A	..	A	A	A
5. In what respects do Isaac . . . . . Joseph . . . . . and David seem to have been types of our Lord? . . . . .		A	A	B	B	A	A	B	B	B	B	A	B	B	A	B	A	A	B	A	B	A	C

6. Cite passages from the Liturgy, in which the truth is recognized, that all that is good in us comes only from God . . . . .	A	C	A	B	..	..	B	..	A	..	..	..	..	B	..	..	C	B	B	C
7. Show from the precepts and examples of Scripture, the full character of that love which all of us are required to bear one towards another	A	A	B	B	B	A	A	..	A	..	A	..	A	B	B	A	B	..	A	A
8. Explain and give Scriptural grounds for the statement that at our baptism we are made members of Christ . . . . .	B	A	C	C	C	B	..	..	A	C	A	..	A	..	A	A	..	A	A	B
Children of God . . . . .	A	A	C	C	C	C	..	..	B	C	B	..	B	..	B	A	..	C	A	C
and heirs of Heaven . . . . .	A	A	C	C	C	C	..	..	B	C	B	..	B	..	B	A	..	C	A	C
Does our Saviour teach that all those that are joined to him will remain with him for ever? }	A	A	B	..	C	B	A	..	..	C	C	..	B	..	C	C	..	..	..	B
9. Give some account of the lives of Joshua . . . . .	A	A	B	B	B	A	B	A	B	A	A	B	B	A	B	B	A	..	A	B
Samuel . . . . .	A	A	C	A	A	A	B	B	A	A	A	B	A	B	A	B	..	..	B	A
Elijah . . . . .	A	A	A	A	A	B	C	..	A	A	A	A	A	B	B	A	..	..	B	A
St. Paul . . . . .	A	A	..	B	B	B	..	..	A	A	..	..	A	A	C	A	..	..	B	A
10. On what grounds do you believe in the resurrection of the body? . . . . .	A	A	..	..	B	A	..	B	..	B	..	B	B	..	C	A	B	C	..	B
11. Give the meaning of the word parable as it is used in the Scriptures . . . . .	A	A	B	B	A	B	..	B	..	B	..	..	A	B	B	B	C	..	..	B
12. What are the chief advantages of parabolical teaching? . . . . .	B	A	B	B	A	B	..	B	..	B	..	..	A	A	B	B	B	B	..	A



[illegible]

\* \* The figures characterizing the pupils have not been inserted, from an oversight at the time the scheme was drawn up; but I believe that they come in the same order as in the other schemes of the values of the answers given by the Senior Division.

the answer printed in page 56.

## SENIOR DIVISION.

## GLOBES, HYDROSTATICS, CHEMISTRY.—March 30, 1843.

Figure characterising the Pupil . . . . .	21	3	2	34	5	7	4	9	22	1	8	11	6	23	10	30	1
1. Show that the latitude of a place equals the elevation of the pole-star above the horizon of that place . . . . .	A	A	A	A	A	A	A	A	A	A	C	C	..	A	..	B	A
2. Give an account of some of the methods by which the longitude has been ascertained in a ship . . . . .	B	A	C	B	A	A	A	A	A	A	C	..	B	A	A	B	A
3. What defines the Zodiac? . . . . . And the tropical? and . . . . . Polar circles on the globe respectively? . . . . .	A	A	A	B	A	A	A	A	..	A	B	..	B	A	B	A	A
4. Give a list of the planets in the order of their distances from the centre of attraction . . . . . With (if possible) some approximate estimate of their relative sizes and distances . . . . .	A	A	A	..	A	A	A	A	A	..	B	B	B	B	A	A	B
5. Mention the chief properties of fluids, distinguishing between such as are elastic and such as are commonly styled non-elastic . . . . .	C	A	B	..	A	A	A	A	A	B	B	..	B	A	B	A	B





## SENIOR DIVISION.

## MECHANICS.—March 31, 1843.

Figure characterizing the Pupil . . . . .	21	3	2	34	5	7	4	9	22	17	8	11	6	23	10	30	1
1. Show how the centre of gravity of any number of bodies in different planes may be found . . . . .	C	A	A	C	A	A	C	A	B	C	C	B	B	C	A	..	A
2. A B is a bar of iron 16 feet long, weighing 2 cwt., supported by a cord B C (in length 22 feet) and a weight of 3 cwt. suspended at B: A C is 10 feet; find the tension of the cord . . . . .	A	B	A	C	A	B	B	A	A	B	C	B	A	B	..	..	A
3. Find the weight that can be raised in 4 minutes from a depth of 90 fathoms with 3-horse power; the rope 5 inches in circumference (-0.46 lb. being the weight of 1 foot of rope 1 inch in circumference) . . . . .	A	C	B	A	A	A	B	B	B	B	A	C	A	B	A	..	A
4. Steam, at the pressure of the atmosphere, rushes through an aperture 1 inch in diameter at the velocity of 2000 feet per second. Find the horse-power of a wheel that would apply the whole power of this jet of steam. (Volume of water in steam at the pressure of the atmosphere = 1/17th of the volume of steam) . . . . .	..	..	..	..	A	A	A	A	..	..	..	..	B	C	..	..	C



5. The diameter of the cylinder of a steam-engine is 80 inches, the piston makes 8 strokes of 10 feet per minute, the mean pressure on the piston 15 lb. per square inch. Find the horse-power.
- Find also how many cubic feet of water it will raise per minute from a depth of 112 feet.
- 20,000 cubic feet of earth are to be carried in waggons 2 miles on a level road, the friction  $\frac{1}{3}$ ; each cubic foot weighs 300 lbs.; each wagon contains 3 cubic yards, and weighs  $\frac{1}{10}$  of its net load. The traction of each horse is 60 lbs., and they travel, when loaded, at  $2\frac{1}{2}$  miles per hour, and when unloaded at 4 miles per hour: working 6 hours daily. How many horses must be put in each wagon?
- And how many waggons will do the work in 3 days?
7. The mean section of a stream is 5 feet by  $1\frac{1}{2}$ , and the mean velocity of the water 11 feet per minute. There is a fall of 13 feet on this stream: what is the horse-power of a wheel erected on it that will yield  $\frac{1}{4}$  of the work done?
8. The wheel in the last example is employed to raise a portion of the water of the stream to a vertical height of 150 feet above its higher level. How many cubic feet will it raise per minute (1) When it is taken from the upper level of the stream? (2) When taken from the lower level? Which arrangement involves the smallest expenditures of power?

[illegible]









## UNIOR DIVISION.

## RELIGIOUS INSTRUCTION.—March 28, 1843.

Figure characterizing the Pupil	21	26	25	34	16	33	35	19	13	38	15	22	20	41	11	6	18	10	42	43
1. Why was our Lord called Jesus? . . . . .	A	A	A	A	B	A	A	A	A	A	A	A	C	A	C	A	A	A	A	A
Give some account of other persons of whom we read as bearing the same name . . . . .	C	B	C	C	..	B	A	C	C	B	B	B	..	B	..	..	B	C	B	B
Show the full significance of the name as applied to our Lord . . . . .	C	B	..	C	..	B	A	C	B	..	..	B	..	..	..	B	C	..	B	B
2. What is faith? . . . . .	B	A	B	A	..	A	A	A	A	A	B	A	B	A	B	A	B	B	B	B
How are we taught to distinguish a dead faith from that by which we are justified? . . . . .	B	..	B	B	..	A	A	B	B	A	B	A	B	B	B	B	..	B	B	B
3. What is meant by the Kingdom of Heaven? . . . . .	A	B	C	A	..	B	A	A	B	B	B	A	A	C	B	C	A	..	..	A
The names Satan? . . . . .	..	..	..	..	..	..	C	C	..	C	..	..	C	..	..	..	..	..	..	C
And the Devil? . . . . .	C	..	..	..	..	..	..	C	C	C	..	..	..	..	..	..	..	..	..	..
By that statement "I will have mercy and not sacrifice"? . . . . .	..	..	..	..	..	..	..	..	..	C	..	..	..	..	..	..	C	..	..	..
4. In what respects does our observance of Sunday differ from the Jewish Sabbath? . . . . .	B	..	B	A	..	A	..	B	C	B	..	A	B	..	C	B	B	B	C	B
5. What is the teaching of Scripture? . . . . .	..	B	..	B	..	B	A	C	..	B	C	B	..	B	..	..	..	C	..	..
And of our Church on the subject of fasting? . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6. Explain the terms Absolution . . . . .	A	B	A	..	..	A	..	C	..	A	A	..	A	B	A	..	A	A	B	B
Advent . . . . .	A	B	A	A	..	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A
Catholic . . . . .	A	A	A	A	..	B	A	A	..	C	C	A	A	A	A	A	B	A	A	B
Communion . . . . .	C	..	C	..	..	C	A	B	..	B	C	C	C	C	A	C	..	C	..	..





## JUNIOR DIVISION.

GLOBES, MENSURATION.—March 30, 1843.—10 A. M. to 1 P. M.

Figure characterizing the Pupil .

1. Give arguments showing that the earth is round . . . . .

2. What is meant by the Ecliptic ?  
The latitude of a place ?  
Its longitude ?  
How are these latter determined ?

3. Give a familiar explanation of the statement, that attraction varies inversely as the squares of the distances . . . . .

4. Explain the phenomenon of an eclipse of the moon . . . . .

5. Is there most twilight at the Equator, or at the Poles? Give the reasons

6. What causes the change of seasons ?

7. How many cubic yards in a cutting, where the heights at every 2 chains are 0, 3, 5, 7, 5, 8, 9, 5, 8, 6, 4, 0, the width of the line 33 feet and the slopes 2 to 1 ? . . . .

40	31	26	25	24	12	16	33	14	35	19	32	29	13	38	15	36	20	41	39	18	28	42	37	43
A	A	A	B	A	A	A	A	A	A	A	B	A	B	B	A	A	A	A	A	A	A	A	A	C
A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	..
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	..
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	..
A	A	B	..	A	A	..	B	C	B	C	A	B	..	..	..	..	..	B	A	..	A	A	C	..
..	C	..	..	..	..	..	..	..	..	C	..	..	..	..	..	C	..	..	..	..	C	B	C	..
A	A	C	..	A	A	..	..	..	B	C	..	A	A	A	..	B	A	A	..	..	..	B	B	..
A	A	C	C	A	A	..	..	..	..	..	..	A	B	..	..	..	B	C	..	..	A	B	C	..
..	A	B	..	A	B	..	C	C	A	C	..	C	A	..	C	C	..	B	B	..	B	B	C	..
A	A	A	A	B	A	A	B	C	B	A	A	C	A	A	B	A	A	B	A	A	A	B	A	C



## JUNIOR DIVISION.

MECHANICS.—March 31, 1843.—10 A.M. to 1 P.M.

Figure characterizing the Pupil.	40	31	26	25	24	12	16	33	14	35	19	32	29	13	38	15	36	20	41	39	18	28	42	37	43	
1. Classify under the different sorts of levers the action of crowbars, doors on their hinges, extension of a nail by a cleft hammer, hand-spirits, muscles of the limbs of animals, nut-crackers, oars, pinners, pickers, rearing a ladder, scissors, snuffers, steadyark, tongue, wrenches.	B	B	C	B	B	B	C	B	B	A	C	B	B	A	C	A	..	B	B	C	B	C	A	B	..	
2. Given the direction and proportion of any number of forces, acting on a body, to each other; shew how the direction and proportion of the resultant may be found. I.	..	..	..	C	..	A	C	..	C	B	A	..	B	C	B	B	..	B	B	..	B	A	A	B	..	
3. Explain how wheels of large diameter lighten the labour of horses in drawing.	C	..	..	..	..	..	..	..	..	..	C	..	..	..	..	..	..	C	C	..	..	..	A	..	..	
4. Find the proportion of the power to the weight in the annexed system of pulleys.	..	..	..	..	A	A	..	..	A	..	A	..	C	C	..	A	..	A	A	..	A	A	A	A	..	
5. How many cubic feet of water will an engine of 20-horse power pump in 20 hours from the bottom of a shaft of 200 fathoms?	A	A	A	..	..	C	A	A	..	..	..	A	A	..	..	C	..	..	..	A	B	A	A	A	..	
6. Find the units of work done by a horse in drawing a ton on a level road, 2 miles in length, the fraction $\frac{1}{4}$ th of the load.	A	B	A	A	C	C	A	A	..	..	C	A	B	..	A	A	A	..	B	A	A	A	A	A	..	
7. Find the units of work in raising a brick wall 50 feet long, 2 feet broad, and 20 feet high, the weight 160 lbs. per cubic foot.	C	C	..	C	C	..	..	..	..	..	..	C	..	C	..	..	..	..	..	A	C	..	A	A	C	..



## JUNIOR DIVISION.

GEOGRAPHY.*—March 29, 1843.—3 hours.																								
Figure characterizing the Pupil	40	31	26	25	24	12	16	33	14	35	19	32	29	13	38	15	36	20	41	39	18	28	37	
1. Describe the chief physical features of Palestine	A	A	C	A	A	A	C	B	A	A	A	B	B	B	B	B	B	A	B	A	A	A	B	
2. Give some account of the present appearance and state of Jerusalem	C	B	C	C	C	B	..	C	C	B	B	B	B	B	C	C	B	B	C	A	C	B	C	
3. Classify the rivers of Europe according to their length, and the seas into which they fall	A	B	B	B	A	B	C	C	C	B	A	B	B	A	C	C	C	C	C	A	B	B	B	
4. Describe the natural productions and physical features of Spain and Portugal	A	A	C	B	B	A	C	B	C	B	C	C	B	C	B	C	..	C	A	A	B	B	B	
5. Draw a map of South America, marking the course of the chief rivers	B	B	..	C	B	B	..	C	..	..	B	C	B	A	..	B	..	B	C	C	A	B	C	
6. What is known of the interior of Africa? Is any commerce carried on with it?	C	C	C	C	B	C	..	C	C	..	C	..	B	C	C	A	..	C	B	C	C	C	C	
7. Give a sketch of the chief facts connected with the physical geography of the world	B	A	C	B	B	B	..	B	C	..	A	B	A	A	B	B	..	C	B	B	6	..	B	

\* I have reason to believe that, through want of communication with Mr. Hughes, my questions did not exactly apply to the subjects on which he had been recently lecturing.

These Tables have been formed with all the care that was in my power. The results which I obtained were checked by the subsequent examination of the written answers by the teachers at Battersea. If in any respect these results fail of conveying just impressions as to the attainments of the pupils, it will be on the side of barely assigning to them due merit. In the questions involving calculation, I have attached great importance to exact accuracy; the discovery of the most trivial error, caused by haste or inadvertence, has been strictly noted. In the hurry of an examination a question has been sometimes misapprehended, but if some part of the answer did not fairly come within reach of the question set, no credit has been allowed for it in the Report. In some of the mechanical and mathematical papers, the logical skill, and precision of arrangement of the answers given, can only be fairly judged of by the inspection of the original manuscripts.

I have printed in the Appendix specimens of the answers to all the more important papers, as these were sent in by the pupils, allowing only of such technical corrections in punctuation and spelling, if needed, as the printer's compositor might make during the passage of the manuscripts through the press. It must further be borne in mind that the object of the institution is to impart a great movement to the moral and intellectual being of the pupils; that consequently they will have in some measure apprehended many things which they are not able to produce on paper at an examination, but which, remaining 'in the mind,' will furnish associations that will facilitate their future acquirements; the lectures being about them in some sense as the light of heaven, giving them glimpses of many things hereafter to be made their own, quickening their desires after knowledge, as well as affording help and guidance as to the directions in which the search after it should be made.

There are one or two matters noticed in the printed Report on which it is right to add a few words:—

It had been intended to give a regular course of teaching in English literature, but since the establishment has been set on foot, the number of young men in the training-school has gradually increased; and it has been already noticed that the Directors have been led by external circumstances to diminish the course of training originally intended, and that they apprehend that the funds at their disposal, and the views of the patrons of the pupils, will compel them to limit this course to one year. Under these circumstances, a course of more liberal instruction on English literature and elocution has been abandoned, and the instruction given on these subjects is now only incidental and occasional.

At first, a drill-master attended the training-school on three afternoons in every week, for one hour, to drill the students, and to teach them gymnastic exercises, both with and without the aid of the gymnastic frame and bars; but this course of instruction has been interrupted since the early part of the spring, because

it was felt desirable that the person to whom this instruction was confided should be resident, in order that the discipline might be uniform in every part of the establishment. The superintendent of labour will in future be master of this department; but as he has hitherto been attending classes in the training school for his own improvement, he has not as yet had charge of the drill. This instruction will soon be intrusted to him.

### *Household Management.*

The arrangement for the household work and daily routine will be best understood by an actual transcript of the regulations in force for the present month, the pupils being severally characterized by the same figures as designate them throughout the examinations:—

#### *Distribution of Household Work for the Month ending August 28, 1843.*

Sweep and dust bed-rooms . . . . .	No. 26.
Sweep upper and lower stairs and passage . . . . .	No. 9.
Sweep upper class room . . . . .	No. 32.
Sweep lower class room . . . . .	No. 17.
Sweep dining-hall and attend to stove . . . . .	No. 11.
Sweep cellar-stairs, cellar, and passage . . . . .	Nos. 4 and 35.
Attend to dining-hall and class-room lamps . . . . .	No. 44.
Attend to tool-shed . . . . .	No. 34.
Attend to upper class-room stair, passage, and wash-house lamps . . . . .	No. 45.
Clean large wash-house, and attend to towels, soap, boxes, shoes, &c. . . . .	No. 39.
Pump-water . . . . .	No. 42. and 33.
Sweep back yard, out-buildings, and sift cinders . . . . .	No. 41.
Clean small wash-house . . . . .	No. 26.
Clean knives and forks . . . . .	Nos. 3, 5, and 29.
Clean windows of class-rooms, hall, and wash-house; open and close shutters . . . . .	Nos. 34 and 19.
Attend to brooms, brushes, and see the windows and doors secure at night . . . . .	No. 38.
Clean and prepare vegetables for use . . . . .	Nos. 15, 16, and 42.
Clean bedroom and stair windows . . . . .	Nos. 10 and 28.
Sweep and dust the master's rooms . . . . .	No. 10.
Ring the bell, and attend to the gate-bell before 7 A.M., and after 9 P.M. . . . .	No. 18.
Feed and milk cows . . . . .	Nos. 13, 27, 37.
Feed pigs and attend to drill ground . . . . .	No. 16.
Attend to gymnastic apparatus . . . . .	No. 37.
Churn milk on Mondays and Thursdays . . . . .	No. 18.
Collect wood for fires . . . . .	No. 7.
Carrier of letters . . . . .	No. 38.
Receive orders for garden-work . . . . .	Nos. 26 and 41.
Superintendent of bedrooms, clothes, &c. . . . .	No. 35.
„ „ household work . . . . .	No. 40.
„ „ garden work . . . . .	No. 22.
Stewards . . . . .	Nos. 4 and 36.
General Superintendents . . . . .	Nos. 38 and 40.





The state of the village school is fully described in the special report annexed, the information being disposed according to the scheme of questions furnished to me by your Lordships. The quickness of apprehension, and extent of knowledge shown by the lower classes are very noticeable. The upper classes seemed to me chiefly remarkable for their knowledge of geography and their arithmetical skill, but their religious knowledge and their attainments in all respects are in my judgment beyond those of the boys in attendance at any similar school which I have inspected. Mr. Macleod is an accomplished teacher, among the very first for his skill in the government of a class, and knowledge of methods of teaching. It is most interesting to watch the tact with which the attention of his pupils is secured, and to observe how, with his own stores of knowledge clearly in his view, he will while engaged in testing the acquirements of his classes by rapid questioning, convey continually to them fresh information. The school has also the advantage of the constant superintendence of the parochial clergy.

At the period of my examination there were present 103 boys, divided into five nearly equal classes. The average attendance is 112 out of a number on the books of 120. They are classed chiefly according to their skill in reading, a fresh classification being used for the purpose of teaching arithmetic. All are taught arithmetic (according to the Pestalozzian method), and all, except the lowest class, are exercised in writing on copy-books, in geography, etymology, and vocal music from Mr. Hullah's tables. Grammar and the History of England are taught to the three upper classes, and the first class practises drawing from models according to the method so successfully communicated to the English public by Mr. Butler Williams.

The room is fitted with desks and benches, according to the recommendations of your Lordships, and is well furnished with black-boards, maps, and every needful requisite for intellectual training.

While speaking of these schools, the Hon. and Rev. Robert Eden, the vicar of the parish, supplied me with the following statistical facts, the truth intimated in which is of very wide application. In the parish of Battersea during the last year was paid—

	£.	s.	d.
Police Rate	837	10	0
County Rate	558	6	8
Total	£1395	16	8

Of this sum, at least £1100 is spent for the prevention, detection, and punishment of crime. Whilst the annual subscriptions to all the schools in the parish, whether in connexion with the church or otherwise, do not amount to £350.

The number of hours per week given in the Training School to the several subjects is as follows :—

		Per Week.
Religious Instruction, besides the reading of the Holy Scriptures and Prayers morning and evening, and instruction on Sundy evening.	1st Class	6 hours
	2nd Class	6 ditto
Geography . . . . .	1st Class	3 ditto
	2nd Class	3 ditto
Reading, Etymology, and Grammar	1st Class	5 ditto
	2nd Class	8 ditto
English Composition	1st Class	2 ditto
	2nd Class	2 ditto
English History . . . . .	1st Class	2 ditto
	2nd Class	2 ditto
Arithmetic . . . . .	1st Class	2 ditto
	2nd Class	2 ditto
Pure Mathematics and Mensuration . . . . .	1st Class	4 ditto
	2nd Class	2 ditto
Mechanics and Natural Philosophy . . . . .	1st Class	6 ditto
	2nd Class	5 ditto
Pestalozzi . . . . .	1st Class	1 ditto
	2nd Class	2 ditto
Acting as Teachers in Village School . . . . .	1st Class	15 ditto
	2nd Class	15 ditto
Preparation for Village School . . . . .	1st Class	5 ditto
	2nd Class	5 ditto
Garden work . . . . .	1st Class	16 ditto
	2nd Class	16 ditto
Music . . . . .	1st Class	6 ditto
	2nd Class	6 ditto

The students are under the direct instruction of teachers during one hour and a-half of Sunday, four hours of Saturday, and eight hours of the other days in the week. They are at garden work during three hours a-day, under the superintendence of one of the elder students, who has a thorough knowledge of gardening, and is, in other respects, suitable for such a charge.

In the various departments of household work, to which a morning hour of every week-day is devoted, the pupils are in some degree left to themselves; but as there are students of approved character appointed as superintendents of these departments, and each person's work and time for such work are distinctly specified by a monthly routine, there is security afforded for its due performance, or the detection of its neglect.

While the teachers are engaged in the preparation of lessons for the village school, the other students of their class are occupied in extending or transcribing their notes taken during lectures; and on such occasions a teacher or student superintends.

While it is thus considered necessary that the conduct of students, for whom the institution has to vouch, should be as much as possible under observation, there is encouraged between them and their teachers such a degree of frank and easy intercourse,

as on the one hand consists with the firmness necessary to support the teacher's authority; and on the other hand, may give scope for the development of an unequivocal moral aspect in the pupils.

Through the kindness of the Directors of the Training Establishment, I have been furnished with the following plan for future arrangements:—

“That the students entering the establishment consist of four

1. “Those who provide the whole cost of their maintenance and education themselves, or by their patrons. These students will be free to settle where they please, at the close of their course of training.

2. “Those who provide 30% towards the cost of their maintenance and education, and who sign an agreement to serve under the appointment of the Directors from the period when they pass the examination for the first year's certificate.

3. “Those who provide 30% towards the cost of their maintenance, and give security for the payment of 25% within one year of the period when they leave the institution. These students will be free to settle where they please.

4. “The trustees will offer every quarter an exhibition of 25% to the best candidate for admission, who may be able to pass a preliminary examination in religious knowledge, English grammar, etymology, and composition; arithmetic, as far as decimals, and the geography of Palestine and England. The examinations (to be conducted by the masters) will be partly on paper, partly by oral questions. The successful candidates will be admitted to one year's training for 30% without any condition as to future service.

5. “The trustees will offer for competition an exhibition of 25% value every quarter to the ten students, whose year of training expires in that quarter. This exhibition will be awarded after trials by examination papers, oral questioning, and public teaching in the village school to the student whose proficiency in his studies, skill in teaching, and character, shall appear to the Directors and masters to warrant the greatest amount of confidence in his success as the master of an elementary school.”

With regard to the finances of the institution, it may be sufficient to state, shortly, that by the close of the present autumn upwards of 6000% will have been expended on the institution beyond the receipts for the maintenance of pupils. Of this sum, Mr. Kay Shuttleworth and Mr. Tufnell have contributed 2,500% from their private resources; 1,500% has been received from their personal friends; and 1000% has been apportioned to them by your Lordships from the public grant. With such scanty means it is not to be wondered at that the material arrangements should have in some degree been cramped; but there is a plan in contemplation for the enlargement of these, one feature of which is to allow to each pupil a separate bed-room, an arrangement which

the Directors feel to be especially desirable, since the institution has become a training-school for older pupils than those originally intended to be lodged within its walls.

With regard to this establishment, it must be noticed with especial gratification, that amongst those who are most distinguished for intellectual attainments, and who bear rank also with the very first for moral qualifications, are the majority of those pupils who have been selected by Mr. Kay Shuttleworth and Mr. Tufnell from the establishments for training pauper children, and who are now raised into a sphere of action where there is every reason to hope that, under the Divine blessing, they will be numbered among the most useful members of society. When it is taken into account that these started into life not simply from the lowest grade of society, but also under the measureless disadvantage of never having known a parent's care, one cannot but feel that the being permitted to accomplish even one such result is far more than an adequate return for all that has been laid out. It must further be borne in mind, that while it is of the essence of that which is really good, to work as leaven in the world, gradually, silently, yet effectually changing the nature of what is round it into the likeness of itself, it will especially prove the happy lot of these, if they are enabled hereafter to realize in their daily life the principles with which they have been imbued, to become (if I may change the allusion) the centres of healthful energy amongst large masses of their fellow men, shooting out their quickening vigour into far distant generations.

One cannot help feeling, also, a peculiar interest in the progress and success of this institution, regarding it as established by two individuals, not of large means, but whose chief strength lay in their strong perceptions of, and sympathy with the degraded and suffering condition of millions among their fellow-citizens, and in their determination under Providence to contribute somewhat towards the achievement of a radical cure. When one reflects upon other purposes, for which money is too often lavished by those to whom a large amount has been entrusted, and whose responsibility is proportionably increased, how much is it to be wished, for their own sakes, as well as for that of others, that the question could be seriously put to them, whether there be not in the outlay necessary for the attainment of such an end as has been described in this Report, materials for the exercise of the noblest ambition, as well as sources of happiness, the extent of which can never be measured within the present course of our being.

My Lords, I have the honour to be,

With much respect,

Your Lordships' most obedient and faithful servant,

(Signed)

JOHN ALLEN.

*To the Right Honourable the Lords of the  
Committee of Council on Education.*

## APPENDIX I.

LIST of TEACHERS that have been Trained at the Battersea Training School, with their present Localities.

Name of Schoolmaster.	School.	Patron.
Mr. William Bragg . . . .	Sheriffhales . . . . .	The Duke of Sutherland.
Mr. Bilby . . . . .	Ketley . . . . .	
Mr. John Diggins . . . . .	Tittensor (Trentham) . . . . .	Edward D. Davenport, Esq.
Mr. William Diggins . . . . .	Lilleshall . . . . .	
Mr. Alfred Diggins . . . . .	Capesthorpe . . . . .	The Earl of Chichester.
Mr. Sims . . . . .	Marton . . . . .	
Mr. George Kent . . . . .	Staumer . . . . .	The Duke of Bedford.
Mr. Christie . . . . .	Milton Abbott . . . . .	
Mr. Bryan . . . . .	Motcomb . . . . .	The Earl of Grosvenor.
Mr. Foras . . . . .	Coleshill . . . . .	
Mr. Mitchell . . . . .	Penryn . . . . .	The Earl of Radnor.
Mr. Rand . . . . .	Calne . . . . .	
Mr. Packett . . . . .	Stowerton . . . . .	Sir Charles Lemon, Bart, M.P.
Mr. Wyver . . . . .	Holland Farm . . . . .	
Mr. Pringle . . . . .	Newbold Verdun and Ealing Grove . . . . .	Rev. J. Guthrie, M.A.
Mr. George . . . . .	Partially trained and likely to return to the school.	
Mr. Robert Blakeston . . . . .	Bury . . . . .	Sir George Phillips, Bart.
Mr. Ephraim Brown . . . . .	Partially trained . . . . .	
Mr. Alcock . . . . .	Read . . . . .	The Hon. Caroline Fox.
Mr. Sawyer . . . . .	Kingswood . . . . .	
Mr. Smith . . . . .	Tacolneston . . . . .	The Lady Noel Byron.
Mr. Harry Wood . . . . .	Hyde . . . . .	
Mr. Brand . . . . .	Broughton . . . . .	Edmund Grundy, Esq.
Mr. Richard Green . . . . .	Dulwich Village School . . . . .	
Mr. Edward Lovey . . . . .	Swindon . . . . .	Rev. J. Wilkinson.
Mr. Daniel Broughton . . . . .	Old Swinford Hospital . . . . .	
Mr. Henry Carvill . . . . .	Milford . . . . .	Richard Fort, Esq.
Mr. William Hammond . . . . .	Walkden Moor (very recently)	
Mr. William Evans . . . . .	Gawthorpe . . . . .	T. S. Alcock, Esq.
Mr. Rice . . . . .	Malta . . . . .	
Mr. and Mrs. Wilkinson . . . . .	Mauritius . . . . .	Sir John Boleau, Bart.
Mr. John Goodall . . . . .	Parkhurst Prison . . . . .	
Mr. Tilleard . . . . .	Norwood School of Industry . . . . .	The Rev. H. James Legge.
Mr. Ferdinand Ingliott . . . . .	Norwood School of Industry . . . . .	
Mr. Marshall D'Avray . . . . .	Partially trained at Battersea, and the rest at Norwood—Bowood . . . . .	Rev. G. Frost.
Mr. Alcorn . . . . .	Kingston Union Workhouse . . . . .	
Mr. Wilkins . . . . .	Parochial School, Chelsea . . . . .	John Allen Esq, late Master of Dulwich College.
Mr. Farncomb . . . . .		
Mr. William Rush . . . . .		Directors of Great Western Railway.
Mr. Henry Pope † . . . . .		
Mr. Thomas Brown . . . . .		The Hon. — Foley.
Mr. William Ockenden . . . . .		
Mr. Charles Castle . . . . .		Anthony and Edw. Strutt, Esqs.

The following Pupils will soon leave the Establishment, and probably receive Appointments to the under-mentioned Schools:—

Name of Schoolmaster.	School.	Patron.
Mr. George Broughton . . . . .	Oakenshaw . . . . .	Richard Fort, Esq.
Mr. William Hacking . . . . .	Ditto . . . . .	
Mr. Braid . . . . .	Swindon . . . . .	The Directors of the Great Western Railway.
Mr. William Joyner . . . . .	Calne . . . . .	
Mr. James Longson . . . . .	Capesthorpe . . . . .	The Rev. J. Guthrie.
Mr. John Linn . . . . .	Battersea, as Superintendent of Labour.	
		Edward D. Davenport, Esq.

Other pupils now in the establishment will leave at Christmas, but their destination is not yet settled; and a few who have been partially trained for public schools and private establishments have not been enumerated.

\* Since removed.

† Now at the Parochial School of Christ Church, Chelsea.



$$\begin{array}{r}
 16500 \\
 16200 \\
 \hline
 300 \\
 20 \\
 \hline
 6000 \\
 4050 \\
 \hline
 1950 \\
 12 \\
 \hline
 23400 \\
 22275 \\
 \hline
 1125 \\
 4 \\
 \hline
 4500 \\
 4050 \\
 \hline
 450
 \end{array}$$

$$\begin{array}{r}
 450 \\
 2025 \overline{) 91125} \\
 \hline
 \end{array}$$

*Ans.* 148*l.* 2*s.* 11½*d.*

Answer to Q. 3 (first part). "Extract the square root of 47585·059."  
As given by No. 9.

To find the square root of a number, we put that number down, and the whole numbers off in twos from right to left, and the decimal from left to right.

$$\begin{array}{r}
 )4,75,85,05,90(218,139 \text{ Ans.} \\
 \underline{4} \\
 41)75 \\
 \underline{41} \\
 428)3485 \\
 \underline{3424} \\
 436)161,059 \\
 \underline{4361} \\
 43623)174490 \\
 \underline{130869} \\
 436269)4362100 \\
 \underline{3926421} \\
 435679 \text{ \&c.}
 \end{array}$$

Answer to Q. 3 (second part). "And the cube root of 9938375." As given by No. 6.

$$\begin{array}{r}
 9938375(215 \\
 \underline{8} \\
 2^3 \times 300 = 1200)1938 \\
 \underline{1200} \\
 2 \times 30 \times 1^3 = 60 \\
 \underline{1} \\
 1^3 = 1 \\
 \underline{1} \\
 1261 \\
 \underline{21^3 \times 300 = 132300}677375 \\
 \underline{660500} \\
 21 \times 30 \times 5^3 = 16750 \\
 \underline{4^3 = 125} \\
 677375
 \end{array}$$

Answer to Q. 4. "Express 19s. 5½d. as the decimal of a pound." As given by No. 5.

$$\begin{array}{r}
 4)2 \\
 \underline{4} \\
 12)5 \cdot 5 \\
 20)19 \cdot 4583 \cdot \\
 \underline{\phantom{00}972916 \cdot}
 \end{array}$$

Ans. .972916 of a pound.

Answer to Q. 5. "If 8 men build 24 square yards of walling in 6 days, how many will build 18 square yards in 3 days?" As given by No. 3.

$$\begin{array}{r}
 \text{Square Yards.} \quad \text{Men.} \\
 24 : 18 :: 8 \\
 3 : 6 \\
 3 \quad 2 \quad 2 \\
 \frac{1^3 \times 8 \times 6}{1^3 \times 3} = 12 \text{ men.}
 \end{array}$$

Answer to Q. 6 (first part). "Divide  $12x^5 - 13x^4 - 34x^3 + 35x^2$  by  $4x^2 - 7x$ ." As given by No. 9.

$$\begin{array}{r}
 4x^2 - 7x)12x^5 - 13x^4 - 34x^3 + 35x^2(3x^3 + 2x^2 - 5x \text{ Ans.} \\
 \underline{12x^5 - 21x^4}
 \end{array}$$

$$\begin{array}{r}
 8x^4 - 34x^3 \\
 8x^4 - 14x^3
 \end{array}$$

$$\begin{array}{r}
 -20x^3 + 35x^2 \\
 -20x^3 + 35x^2
 \end{array}$$



Answer to Q. 6 (second part). "Divide  $\frac{x^3}{3} + \frac{11x^2}{6} - \frac{7x}{9} + \frac{4}{3}$  by  $\frac{x}{3} + 2$ ." As given by No. 2.

$$\begin{array}{r}
 \frac{x}{3} + 2 \overline{) \frac{x^3}{3} + \frac{11x^2}{6} - \frac{7x}{9} + \frac{4}{3}} \left( \frac{x^2}{2} + \frac{5}{4}x - \frac{52}{3} \right. \\
 \underline{\frac{x^3}{6} + x^2} \\
 + \frac{5x^2}{6} - \frac{7x}{9} \\
 \underline{+ \frac{5x^2}{6} + 5x^3} \\
 - \frac{52x}{9} + \frac{4}{3} \\
 \underline{- \frac{52x}{9} - \frac{104}{3}} \\
 + \frac{108}{3}
 \end{array}$$

$$\text{Ans.} = \frac{x^2}{2} + \frac{5}{4}x - \frac{52}{3} + \frac{36}{\frac{x}{3} + 2} \text{ for a remainder.}$$

Answer to Q. 7. "Expand  $(a+x)^7$ ." As given by No. 5.

$$\begin{aligned}
 (a+x)^7 &= a^7 + 7a^6x + 21a^5x^2 + 35a^4x^3 \\
 &\quad + 35a^3x^4 + 21a^2x^5 + 7ax^6 \\
 &\quad + x^7
 \end{aligned}$$

Answer to Q. 8 (first part). "Solve the following equation:  $5x^3 + 4x = 273$ ." As given by No. 3.

$$\begin{aligned}
 5x^3 + 4x &= 273 \\
 x^3 + \frac{4x}{5} &= \frac{273}{5} \\
 x^3 + \frac{4x}{5} + \frac{4}{25} &= \frac{273}{5} + \frac{4}{25} = \frac{1369}{25} \\
 x + \frac{2}{5} &= \pm \sqrt{\frac{1369}{25}} = \pm \frac{37}{5} \\
 x &= +\frac{37}{5} - \frac{2}{5} = \frac{35}{5} = 7 \\
 \text{Or } x &= -\frac{37}{5} - \frac{2}{5} = -\frac{39}{5} = -7\frac{4}{5} \\
 \therefore x &= 7
 \end{aligned}$$

Answer to Q. 8 (second part), "Solve the following equation:  $xy = 1 + 2y^2$  and  $x^2 + xy = 12$ ." As given by No. 6.

$$\left. \begin{aligned}
 x^2 + xy &= 12 \\
 xy &= 1 + 2y^2
 \end{aligned} \right\}$$

$$\begin{aligned}
 &\text{Assume } x=vy \\
 &\left. \begin{aligned} v^2y^2+vy^2 &= 12 \\ vy^2-2y^2 &= 1 \end{aligned} \right\} \\
 &\left. \begin{aligned} y^2(v^2+v) &= 12 \\ y^2(v-2) &= 1 \end{aligned} \right\} \therefore y^2 = \frac{12}{v^2+v} \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \therefore y^2 = \frac{1}{v-2} \\
 &\frac{12}{v^2+v} = \frac{1}{v-2} \therefore 12v-24=v^2+v \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \bullet \quad v^2-11v=-24 \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad v^2-11v+\frac{121}{4} = \frac{121}{4}-24 = \frac{25}{4} \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad v - \frac{11}{2} = \pm \frac{5}{2} \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad v = \pm \frac{5}{2} + \frac{11}{2} = \frac{16}{2} = 8 \text{ or } 3 \\
 &y^2 = \frac{12}{9+3} = 1 \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad y = 1 \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad y-2y^2 = 1 \\
 &\qquad \qquad \qquad \qquad \qquad \qquad \qquad \qquad \therefore x = 3
 \end{aligned}$$

Answer to Q. 10 (first part). "Find the sum of 10 terms of the series 3, 6, 9, &c." As given by No. 7.

$$\begin{aligned}
 s &= 3+6+9+\dots+n3 \\
 s &= n-3+n-1.3+n-2.3+\dots.3, \text{ by reversing the order of the series.}
 \end{aligned}$$

Adding these two sets together we have—

$$2s = \{n+1\}.3 + \{n+1\}.3 + \{n+1\}.3 + \dots \text{to } n \text{ terms}$$

$$2s = (\{n+1\}.3) \times n$$

$\therefore s = \frac{\{n+1.3\}n}{2}$ ; which is the sum of the series to  $n$  (an unknown number) of terms

Then putting 10 in the place of  $n$ ,

$$s = \frac{\{10+1.3\}10}{2} = \frac{33 \times 10}{2} = \frac{330}{2} = 165 \text{ Ans.}$$

Or, it may be done in the following manner;

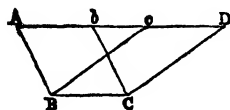
$$\begin{aligned}
 s &= 3+6+9+\dots.10 \times 3 \\
 s &= 30+27+24+\dots.3 \\
 2s &= 33+33+33+\dots.33 \\
 2s &= 33 \times 10 = 330 \\
 s &= \frac{330}{2} = 165 \text{ Ans.}
 \end{aligned}$$

Answer to Q. 10 (second part). "Also find the vulgar fraction corresponding to the recurring decimal .123123, &c." As given by No. 8.

$$s = \frac{.123}{1000} + \frac{.123}{1000000} + \frac{.123}{1000000000} + \dots$$

$$\begin{aligned}
 1000s &= .123 + \frac{.123}{1000} + \frac{.123}{10000000} \\
 999s &= .123 \\
 s &= \frac{.123}{999} = \frac{.41}{333}
 \end{aligned}$$

Answer to Q. 11. "Show that parallelograms on the same base and between the same parallels are equal." As given by No. 2.



It is required to prove that the parallelograms  $ABCb$  and  $cBCD$  are equal.  $BC = Ab$  being opposite sides of the same parallelogram,  $BC = cD$  for the same reason.  $\therefore Ab = Dc$ . To these two equals add the common part  $b c$ , then in the one case we shall have  $Ac$ , and in the other  $bD$ ; these two will  $\therefore$  be  $=$ . Now we have two triangles equal to one another;  $bD$  in the one  $= Ac$  in the other;  $bC$  of the one  $= AB$  of the other, and  $DC$  of the one  $= cB$  of the other each respectively:  $\therefore$  these triangles are equal. Then from the whole figure  $ABCD$  subtract the triangle  $ABC$ , we shall have  $cBCD$ . Again, from the whole figure subtract the triangle  $bCD$ , we have  $AbCD$ . Equals subtracted from equals, the remainders are equal;  $\therefore$  the parallelograms  $AbCB$  and  $cBCD$  are equal to one another.

Answer to Q. 12. "Find the radius of a circle where 6 inches is the length of the versed sine of the arc whose cord is 1 yard." As given by No. 4.

$$\begin{aligned}
 \text{Let } x &= \text{radius} \\
 D &= \text{centre of circle} \\
 \text{Then } x - 6 &= KD \\
 \text{But } KD^2 + KB^2 &= DB^2 \\
 (x - 6)^2 + 18^2 &= DB^2 \\
 \text{But } DB &= x \\
 \therefore (x - 6)^2 + 18^2 &= x^2 \\
 x^2 - 12x + 36 + 18^2 &= x^2 \\
 12x &= 36 + 324 \\
 12x &= 360 \\
 x &= 30 \text{ inches} = 2\frac{1}{2} \text{ feet.}
 \end{aligned}$$

Answer to Q. 13. "Show that  $\sin(A+B) = \sin A \cos B + \cos A \sin B$ ." As given by No. 1.

Draw  $CH$  and  $HD$ , making any angle  $A$ , and  $PH$ , making any angle  $B$ . Make  $PC$  at right angles to  $HC$  and  $PO$  perpendicular to  $HD$ . Draw  $KC$  from  $C$  parallel to  $OD$ .

$\Delta PKC$  is similar to  $CHD$ . For  $\angle CDH$  in the  $\Delta HCD$  is a right angle, it is equal to the right angle  $PKC$  in the triangle  $PKC$ . Again, if from the two right angles  $PCH$  and  $DKC$  we take the common angle  $KCH$ , the remaining angles  $PKC$  and  $HCD$  will be equal. Now we have the angles  $PKC$  and  $CKP$  in the  $\Delta PKC$  respectively equal to the angles  $HCD$  and  $CDH$  in the  $\Delta HCD$ . Consequently the remaining angles of the triangles are also equal.  $\therefore$  these  $\Delta$ 's are similar.

$$\sin(A+B) = \frac{PO}{HP} = \frac{PK+KO}{HI} = \frac{PK}{HP} + \frac{KO}{HP}$$

$$\text{But } \frac{PK}{HP} + \frac{KO}{HP} = \frac{PC}{HP} \times \frac{PK}{PO} + \frac{CH}{HP} \times \frac{KO}{CH} = \frac{CD}{HP}$$

$$\text{But } \frac{PC}{HP} = \sin B$$

$$\frac{PK}{PC} = \frac{HD}{HC} = \cos A$$

$$\frac{CH}{HP} = \cos B$$

$$\frac{CD}{CH} = \sin$$

$$\therefore \sin (A+B) = \sin A \times \cos B + \sin B \times \cos A.$$

Which was required, to be proved

Answer to Q. 14. A man distant 70 feet from the foot of a tower observes it to subtend an angle of  $60^\circ$ , his eye being on a level with the ground, find the height of the tower. As given by No. 6,

$\angle OBC$  and  $\angle OCB$  are equal, but the angles of a triangle form  $180^\circ$ .  $\therefore \angle O$  being  $60^\circ$ , the  $\angle OBC + \angle OCB = 120^\circ$ , and consequently each  $60^\circ$ . Now if  $OB$  the radius be taken as unity,  $OG$  will be  $\frac{1}{2}$  being bisected by  $OG$ , and from 47th we have  $\sqrt{\left(1^2 - \frac{1}{4}\right)} = OS$  or

$$\sin 60^\circ = \sqrt{\frac{3}{4}} = .86625$$

$$\sin 60^\circ : CB :: \sin 30^\circ : AB \therefore$$

$$\sin 60^\circ \times AB = \sin 30^\circ \times CB$$

$$\therefore CB = \frac{\sin 60^\circ \times 70}{\sin 30^\circ} = \frac{.86625 \times 70}{.5} = 1.7325 \times 70 = 121.2750 \text{ height of tower}$$

Answer to Q 16 "What are the chief properties of the parabola?" As given by No. 6.

One property in the parabola is, that all lines drawn from the directrix meeting the curve, and from thence to the focus, are equal. If a body be projected into the air, the course it will pursue is a parabola; if water issue from an orifice, it will describe a parabola

Answer to Q. 17. "How may an ellipse be described practically?" As given by No. 1.

An ellipse may be described practically by taking any cord  $CAO$  and placing the ends  $C$  and  $O$  on any two points, so that the string be not stretched tight. Then, by holding the line at the point  $A$ , and describing the curve  $DABF$ , we shall have an ellipse formed, of which  $C$  and  $O$  are the foci. This curve occurs in nature, viz, the earth's path round the sun is an ellipse, of which the sun is in the focus

Answer to Q 18. "Find the area of a field of four sides, two of its sides being parallel, the lengths of these respectively 230 and 480 yards, and their distance 800 yards," As given by No. 4.

$$BC = 23 \text{ chains}$$

$$AK = 48 \text{ chains}$$

$$\therefore DK = 25 \text{ chains}$$

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$$BA = 80 \text{ chains}$$

$$AB \times AD = \text{area } ABCD$$

$$80 \times 23 = 1840 \text{ square chains}$$

$$DK \times \frac{CD}{2} = \text{area } CDK$$

$$25 \times \frac{80}{2} = 900 \text{ square chains.}$$

$$\frac{1840 + 900}{10} = \frac{2740}{10} = 274 = \text{area in acres.}$$

*Ans. 274 acres.*

## SENIOR DIVISION.

*Specimens of Answers to Questions in Religious Instruction.*

November 25, 1842.

Q. 3. "Show that we cannot expect forgiveness unless we forgive others."

As answered by No. 1.

In the Lord's prayer, we are taught by its Divine author to beseech God to forgive us our trespasses, as we forgive those who trespass against us: and our Lord, after teaching his disciples to pray thus, makes the following comment:—"For if ye forgive not men their trespasses, neither will your heavenly Father forgive you."

Again, in the parable of the Unmerciful Servant, our Lord shows the indignation which God will evince against those who expect pardon from him; and, notwithstanding, punish, as far as possible, those who offend them in any way.

Q. 11. "Give some of the chief names and titles ascribed to our blessed Lord in the Scriptures, and show their significancy and fitness." As answered by No. 7.

In the 49th chapter of Genesis Christ is named "Shiloh," meaning "One sent," he being sent to die on the cross for our sins.

"Behold the Lamb," &c. "He was led as a lamb to the slaughter." He was as innocent as a lamb. As the lamb that was offered by the Jews, he was without spot, and without blemish.

He is respectively denominated "Prophet," "Priest," and "King." As a prophet he foretold future events, and taught mankind the way to everlasting life; as a priest, "he offered himself without spot to God," and ascended up into heaven to make intercession for us; and as a king he governs and protects his church.

In the 9th chapter of Isaiah he is called "Wonderful, Counsellor, Everlasting Father," and "Prince of Peace." As our counsellor he directs us how to obtain everlasting life; "from everlasting to everlasting thou art God;" and as the prince of peace he commands all men to live in peace and amity with each other, "Blessed are the peacemakers," says he; "for they shall be called the children of God."

He is called in the Greek, "Christ," and in the Hebrew, "Messiah;" both which mean anointed by God to the three-fold office of Prophet, Priest, and King.

"I know that my Redeemer liveth, &c." By dying upon the cross he redeemed, or bought us back from sin.

"The Lord our Righteousness." "He who knew no sin was made sin for us, that we might be made the righteousness of God in him," "Saviour." As our Saviour he came into the world to die on the cross for our sins, that we might be saved from the wrath to come.

In the 1st chapter of St. Matthew he is called "Emmanuel, God with us." He came down from heaven, was made flesh, and dwelt among us.

Q. 14. "Give from Scripture encouragement to transgressors to go back to God." As answered by No. 17.

"Come unto me all that are heavy laden," &c.

"As I live, saith the Lord, I have no pleasure," &c.

"Turn ye, turn ye, for why will ye die," &c.

"I came not to call the righteous but sinners," &c.

"This is a faithful saying, and worthy," &c.

"He came not to condemn the world," &c.

"They shall call his name Jesus, for," &c.

"The Son of Man is come to seek," &c.

"Behold the Lamb of God," &c.

"He that believeth shall be saved," &c.

&c.

&c.

#### SENIOR DIVISION.

#### *Specimens of Answers to Questions in Geography.*

November 29, 1842.

Q. 1. "Give a description of the general aspect of America. What points of resemblance are there between its two continents? What are its chief table lands? Mark the directions in which the chief lines of drainage fall." As answered by No. 5.

(*Notg.*—This answer was accompanied by a very respectable map of America, roughly sketched during the examination.)

America is rugged and indented by the sea on the east coast, but on the west its coast is very regular, with only two exceptions, having a more extensive coast than any other continent except Europe. Its interior aspect is very bold and grand, containing the largest lakes and rivers in any part of the world. In the west the country rises into magnificent mountains, forming the most continuous chain in the whole world, and almost rivalling in height the highest in the old world; between these mountains on the west and the ocean on the east lie extensive plains, stretching from the north to the south of the continent.

The chief points of resemblance between the two are, the enormous rivers which each contains, and the extensive plains in each; also, the governments in each are chiefly republican.

The chief table-lands in North America are, the table-land of Mexico, elevated about 8,000 to 9,000 feet above the sea; the table-land of Central America, not so elevated; in South America are the table-lands of Quito, Potosi, Pasco, and Titicaca, all of them rising to an height of about 9,000 to 11,000 or 12,000 feet.

The chief rivers in North America are the Mississippi, which drains the central and southern parts of North America, and empties itself into

the gulf of Mexico after a course of nearly 4,000 miles. The St. Lawrence drains the east part of North America, and after a course of about 1,700 miles falls into the Atlantic Ocean. The Mackenzie drains all the north part of America, and falls into the Arctic Ocean after a course of about 1,600 miles.

In South America is the river Amazon, draining the central and east part of South America: falls into the Atlantic after a course of 4,000 miles. The Orinoco, 1,600 miles long, drains the north-east portion. The La Plata drains the country of the Pampas, and falls into the South Atlantic Ocean after a course of 2,000 miles.

There are numerous other rivers which are too small to be here noticed, which drain the west coast of America; but in general the rivers run in a north-east, or east, or south-east direction.

Another point of resemblance in the two continents is the extensive Prairies in North America, corresponding to the not less extensive Pampas of South America; the latter, at one period of the year, producing thistles which attain an height of 10 or 12 feet, while at another period they produce very long grass; the Prairies producing grass which attains, sometimes, the length of 10 to 20 feet.

Q. 3. "Give a general description of the chief physical features of the Holy Land. Do these in any respect differ from the state of things spoken of in Holy Scripture? How do you account for this difference?" As answered by No. 2.

(*Note.*—This answer was accompanied also by a sketch of the map of Palestine.)

In the north of Palestine are the Lebanon mountains: they enter Palestine on the north in two chains, the one next the sea Lebanon and the other Anti-lebanon; the highest chain is Lebanon, although the highest peak is in Anti-lebanon. One natural defect in Palestine is that no permanent stream reaches the sea, except the river Kishon. In winter, this river is joined by various streams, draining the plains of Esdraelon all across the country; in summer it is a mere insignificant stream, gliding along nearly listlessly.

The Anti-lebanon mountains divide into two branches, which stretch the one on the east and the other on the west of the Jordan; the Lebanon terminates on the sea shore a little above Tyre. The country forms a table-land about Jerusalem, and it gradually declines to the sea on the one side and nearly to the Dead Sea on the other. East of Palestine is the high land of Trachonitis, now called Jebel Hauran. Mount Horeb, the highest peak in Palestine, is called Jebel-esh-Sheikh, or Old Man's Mountain, because the snow which lies upon it lies in streaks like an old man's beard. Mount Tabor, an isolated summit, is a very beautiful mountain, covered with verdure to the very top. The scenery, as seen from it, is magnificent: Jebel-esh-Sheikh in the distance, towering above the other country; the Sea of Galilee, with its limpid water, and the dreariness on the south of the Sea of Sodom and Mount Seir. South of Palestine extends Mount Seir, which is a barren desolate wilderness, inclosing a valley called Wady El Araba.

The principal river in Palestine is the Jordan; the valley in which it flows is called El Ghor, and is enclosed by steep mountains on either side.

The climate of Palestine is hot in summer, in winter not very cold. They have two crops of corn. In the Bible, two seed times and two harvests are mentioned, the same as in the present day. Their rainy season is the three winter months and one autumn month, viz., November, December, January, and February. The climate is, altogether, healthy and moderate.

The country does not differ very much from the general outline of the Holy Writ. Modern travellers have elucidated many passages of Scripture by the remains of several cities, with a slight variation of the name. The length of time between the writing of the Bible and the present, and bad government, has entirely kept the inhabitants from keeping up the cultivation which existed so largely in the time of the writing of the Holy Bible.

Q. 6. "Give a sketch of the journey of St. Paul." As answered by No. 2.

We read that St. Paul, after appearing at the council at Jerusalem, set out from Cæsarea on his voyage, to preach the gospel at Rome. They came to *Myra*, a city of Lycia (this is a seaport town in Asia Minor); they sailed from Myra, and ran under Crete, for the winds were contrary (Crete is Candia), and passed by the Fair Havens (which is on the south of the isle of Crete); and because this was not a fit place to winter in, they intended to sail into Phenice (a little to the west of the Fair Havens); but there arose a tempestuous wind called Euroclydon, and drove us about in Adria (south of the Adriatic Sea). Controversy has arisen about this being the Adriatic Sea; but, from the sequel, we shall find that Adria must have applied to the south of Adriatic as well as the Adriatic now so called. And, fearing lest we should fall on the quicksands—(near the Gulf of Sidra, on the north coast of Africa, are shifting sands; vessels coming near are in very great danger of being lost)—we strake sail, and so were driven. And we fell into a creek by the shore; and when he had all landed, we knew that the island was called Melita (*Malta*:—this is the ground of controversy: some geographers suppose that Adria applied to Adriatic Sea, and Melita to Meleda, a small island in the Adriatic). And we sailed and came to Syracuse—(now what reason would they have for coming to Syracuse if they came from the Adriatic; it is about 50 or 60 miles out of their way. It is, therefore, evident that Malta was the true island called Melita. The Maltese show the site of the house of Publius, the governor, the creek or inlet, and the name Santo Paulo is common all over the island)—and they came to Rhegio (Rhegium, on the Italian coast, in the Strait of Messina), and they landed, and came to Appii Forum and the three taverns—(Appii Forum was on the Appian way leading to Rome). And they came to Rome, and Paul preached the gospel.

Q. 9. "Specify the locality of the chief mineral productions of Europe, noting more particularly those of the British Isles." As answered by No. 2.

"The most rich mineral-producing part of Europe is the district about the Ural Mountains, where platinum, silver, gold, and copper are all obtained. In the Carpathian Mountains, Illyria, Spain, and Sweden also a great quantity of metal is found. Illyria and Spain are the chief



places in which quicksilver is obtained ; and Sweden is noted for its fine copper. But the most useful metals of Europe are produced in Great Britain, where we find iron, tin, copper, lead, and zinc in abundance. Anglesea is noted for its copper, Cornwall for its tin, Northumberland for its lead ; iron is abundantly produced in the district about Stirling, in Scotland, and also in the south of Wales ; and zinc is found in Cornwall.

Q. 10. "How do the great mountain ridges of Asia lie? Mark the outlets of its chief rivers." As answered by No. 7.

South of Siberia, running from east to west, are the Yabloni and Aldan Mountains, though they might all go under the general name of the Altai system of mountains.

North of Hindostan are the Himalaya Mountains, the highest in the world, rising by successive terraces to a height in some places of from 15,000 to 25,000 feet ; but the highest summit, Dhawalagiri, is 28,000 feet high.

Between Independent and Chinese Tartary, running from north to south, is the group of the Hindoo-Coosh Mountains, several summits of which attain a height of 20,000 feet.

Between Afghanistan and Hindostan, running also from north to south, are the Soliman Mountain, or the Mountains of Solomon.

Between the Black and Caspian Seas is Mount Caucasus, the highest summit of which, Mount Elburtz, is 17,500 feet high.

Between Europe and Asia are the Ural Mountains, on an average, about 3,000 or 4,000 feet high, though some summits reach a height of 6,000 or 7,000 feet.

The chief rivers of Asia are the following :—

Siberia	Irtish, falling into the Obi.
	Obi, falling into the Sea of Obi.
	Yenesei, falling into the Arctic Ocean.
	Leua, falling into the Arctic Ocean.
	Segalien, falling into the Gulf of Tartary.
	Yang-tse-kiang, and Hoang-Ho, falling into the Chinese Sea.
	Irrawaddy, falling into the Gulf of Siam.
	Cambodia, falling into the Gulf of Tonquin.
	Ganges and Burhampootra, falling into the Bay of Bengal.
	Indus, falling into the Sea of Oman or Arabian Sea.
	Tigris joins Euphrates, both fall into the Persian Gulf.
	Gihon or Oxus, falling into the Sea of Aral.
	Sihon, falling into the Sea of Aral.

#### SENIOR DIVISION.

*Specimens of Answers to Questions set in Mechanics, Hydrostatics, and Natural Philosophy.*

November 30, 1842.

Answer to Q. 2. "A B is a lever without weight 16 ft. long, 28 lbs. are hung at A, 3 cwt. at B. DB=3 ft., DE=7 ft.; find the weight necessary at E to produce equilibrium." As given by No. 2.

by substitution,  $W \times A D + W \times B D,$

$$28 \times 10 + x \times 7 = 112 \times 6$$

$$\therefore 280 + 7x = 18 \times 112$$

$$7x = 18 \times 112 - 280$$

$$x = \frac{18 \times 112 - 280}{7} = 248 \text{ lbs.} = 2\frac{1}{4} \text{ cwt.}$$

Answer to Q. 3. " $\alpha\beta$  is a cylinder of iron in a horizontal position, each foot of its length weighs 10 lbs.; its length=12 feet. At  $\gamma$  (15 feet vertically above  $\beta$ ) is a pulley; 3 feet from the extremity  $\alpha$  is suspended a weight of 3 cwt.: find the power which, attached to a line passing from extremity  $\alpha$  over the pulley at  $\gamma$ , will keep the cylinder horizontal." As given by No. 6.

The leverage with which the weight P acts will be a line let fall, perpendicular to the direction of the force C A.

$$C A = \sqrt{15^2 + 12^2} = 19 \cdot 2.$$

Then  $\frac{15}{19 \cdot 2} = \sin \angle C A B = \cdot 78125;$

now B C A is right-angle triangle, where B A is the hypotenuse;

$$\therefore \cdot 78125 \times 12 = B G = 9 \cdot 375$$

$$120 \times 6 \text{ ft.} + 336 \text{ lbs.} \times 9 \text{ ft.} = x \times 9 \cdot 375$$

$$\frac{720 + 3024}{9 \cdot 375} = x$$

$$399 \cdot 3 \text{ lbs.} = x.$$

Answer to Q. 4. "Find the advantage gained in an axle of two different thicknesses, the diameters being respectively 3 and 4 inches, the string coils round in opposite directions; the power acting at a distance of 9 inches from the centre." As given by No. 7.

$$\frac{4 \times 3 \cdot 1416 - 3 \times 3 \cdot 1416}{2} = \text{space passed over by W,}$$

$$18 \times 3 \cdot 1416 = \text{space passed over by P,}$$

$$\frac{4 \times 3 \cdot 1416 - 3 \times 3 \cdot 1416}{2} = 1 \cdot 5708$$

$$18 \times 3 \cdot 1416 = 56 \cdot 5488$$

$$\frac{56 \cdot 5488}{1 \cdot 5708} = 36 = \text{advantage gained.}$$

Answer to Q. 6. "A body falls from the top of a tower 350 feet high, at the same instant another body falls from a window in the tower 50 feet from the top, find the times in which each reaches the ground to two decimal places of seconds." As given by No. 9.

The time in which any body falls to the earth is found to be equal to the space passed over, divided by 16, and the square root taken;

$$\therefore t = \frac{350}{16}; \therefore t = \sqrt{\frac{350}{16}} = \frac{18 \cdot 708}{4} = 4 \cdot 677;$$

and for the second body we shall have

$$t = \frac{300}{16}; \therefore t = \sqrt{\frac{300}{16}} = \frac{17 \cdot 37}{4} = 4 \cdot 3425.$$

Answer to Q. 7. "Define the centre of pressure. Show where its position will be, and find the whole pressure on a rectangular floodgate 36 feet deep, 12 feet wide, when the water comes to the brim." As given by No. 7.

The centre of pressure is that point where all the pressure of the fluid, if brought to one point, would act. This point is always at two-thirds the depth of the fluid, or one-third from the bottom of the vessel, or from the base of anything against which the fluid is exerting its pressure.

$$36 \times 12 = 432 \text{ sq. ft. the area of the gate,}$$

$$432 \times 36 \times \frac{1000}{16} = \text{lbs. pressure on the floodgate;}$$

supposing it to form the base of a vessel,

$$432 \times \frac{18}{2} \times \frac{1000}{16} \times \frac{1}{2} = \frac{27}{432} \times 18 \times \frac{1000}{2} = 486,000 \text{ lbs.}$$

Answer to Q. 8. "The weight of a vessel full of distilled water is 9 lb. 7 oz., a body whose weight is 10½ ozs. being immersed, the whole weight is 9 lbs. 7½ ozs., find the specific gravity of the body immersed." As given by No. 6.

9 lbs. 7 ozs.

9 lbs. 7½ ozs.

Subtract top from bottom = ½ oz. = weight of body above equal bulk of water.

10½ ozs. - ½ ozs. = 9½ ozs. = weight of water equal in bulk to body.

Then 9½ : 1000 ozs. :: 10½ : 1076.90 ozs. = specific gravity of body.

Answer to Q. 9. "Describe Bramah's press, and find the advantage gained when the smaller piston acts at 1½ inches from the centre of motion, the power acting at 12 inches, the diameter of the smaller piston ½ inch, that of the larger 10 inches." As given by No. 4.

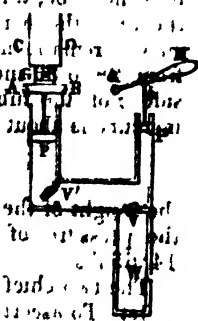
The hydrostatic press is at present in very common use.

W is the well from which water is obtained; V is the valve through which the water passes; P is the piston of the small pipe; V' is the valve through which the water passes into the large pipe; P' is the piston of the large pipe; to the rod which is connected the board A B; G represents some goods which are to be pressed or brought into a smaller compass.

**Mode of action.**—On the ascent of P' the valve V rises by the pressure of water beneath; upon the piston descending, the valve V closes by the pressure of water above it; and the valve V' opens and admits the water below the piston P; the motion continues thus, till the water under the piston P forces the board A B up, and the body is compressed between the boards A B and C D.

**For the advantage gained.**—The diameter of P = ½ in.; diameter P' = 10 in.; w = 1½ in.; A H = 12 in.

$$\frac{12 \text{ in.}}{1\frac{1}{2} \text{ in.}} = 8 = \text{advantage gained by handle.}$$



$$10^4 \times .7854 = \text{advantage gained by piston.}$$

$$\frac{100}{.25} = 400 = \text{advantage gained by pistons.}$$

$$400 \times 8 = \text{the whole power gained.}$$

$$32000 = \text{the whole power gained.}$$

Answer to Q. 10. "A vat, 12 feet in diameter, closed at top and bottom that would burst under a pressure of 9 tons, is filled through a pipe passing into the top, how high may the pipe be carried with safety?"  
As given by No. 7.

The question reduces itself to this:—the finding what height a vat must be which if filled with water would burst, if obliged to sustain a pressure of 9 tons.

$$12^2 \times .7854 = \text{area of base of the vat;}$$

then we have to find the height of the water to produce a pressure of 9 tons.

Put  $x$  = height.

$$12^2 \times .7854 \times x \times \frac{1000}{16} = \text{pressure on base.}$$

$$= 9 \text{ tons, or } 20160 \text{ lbs.}$$

$$x = \frac{20160}{12^2 \times .7854 \times \frac{1000}{16}} = \frac{20160}{9 \times .7854 \times 1000} = 2.852 \text{ ft. Ans.}$$

Answer to Q. 11. "Describe the barometer, explaining the principle on which it acts. What are its uses?" As given by No. 7.

The barometer is a bent tube, such as ADB, hermetically sealed at A, but open at B. We shall suppose, for convenience sake, that the bore of the tube is exactly 1 square inch, then about 15 lbs. weight of mercury is put into the tube, through the orifice at B. The pressure of the air on the mercury at the open end B will cause the mercury to remain in the tube as high as R, which is generally from 28 to 30 inches above the level of the mercury in the side c of the tube. Now the weight of a cubic foot of mercury is about 13'500 ozs. Hence,



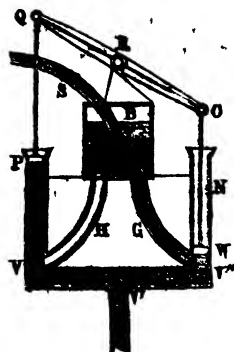
$$\frac{1 \times 30 \text{ ft.}}{1728} \times \frac{13500 \text{ lbs.}}{16} = 14.65 \text{ lbs.,}$$

the weight of the mercury from N to R; hence we should conclude that the pressure of the atmosphere on the square inch at B is about 14.65 lbs.

The two chief uses to which the barometer is applied are—

- 1st. To ascertain the state of the weather; when the mercury sinks we might expect rain; when it rises dry weather, and so on.
- 2nd. To ascertain the height of mountains: on ascending the mountain the atmosphere, of course, decreases as regards its elasticity, so that part of the weight or pressure being removed from the open end of the barometer, the mercury would sink to a corresponding degree in the long side of the tube.

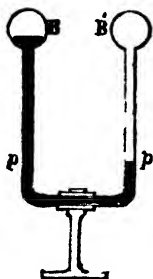
Answer to Q. 12. "Show by a drawing the mode of action in the fire-engine." As given by No. 1.



The annexed figure shows the principle on which the common fire-engines acts; though not the shape of one.

P V N W is one continuous pipe, in which are the valves V, V', and V''; all of which open upwards. P and W are pistons, worked in their cylinders PV and WN by rods QP and OW, which are attached to the beam QO, acting upon the joint R. V' allows water to enter the pipe from a well below; B is a box into which water ascends through the pipes G and H; part of the box, however, containing air.

*Mode of action.*—Water ascends into the pipe VN, a vacuum having been created by the ascent of one of the pistons, suppose it to be P. Then, when P descends, it will close the valve V, and force the water into B, through the pipe H. Meanwhile the piston W has ascended, and the pipe WN is filled with water. Then, when P ascends again, W will descend, and force the water up the pipe G into the air-vessel B. So on the pistons perform their strokes, and the air in B being compressed, its elasticity will force the water in the air-receiver up the leathern hose R, by which the water is discharged into the air.



Answer to Q. 13. "Explain the differential thermometer." As given by No. 5.

B B' are two balls connected with each other by a pipe p, which is filled with liquid; when heat is applied at B, the liquor descends in the pipe p, and rises in the ball B'; and when heat is applied at the ball B' the liquor rises into the ball B.

Answer to Q. 14. "Mention briefly the chief properties of elastic fluids; notice also some of the most familiar effects of the elasticity of the atmosphere." As given by No. 6.

The chief properties of elastic fluids are, that they can be condensed; they possess weight, exert pressure inversely as their volume. Owing to the elasticity of the atmosphere we are enabled to throw water to a considerable height, as in the case of the fire-engine, forcing-pump, &c. The air-gun is constructed on the principle of the elasticity of the atmosphere.

Answer to Q. 15. "Give Dr. Wells's theory of dew." As given by No. 8.

When dew is most plentifully formed it is of a clear night.

The earth during the night radiates its heat which it has acquired during the day, but then there is nothing to radiate its heat back again; consequently the air above the land becomes colder than during the day, and therefore deposits its moisture in the form of dew; but of a night, when the clouds are not much above the land, they radiate their

heat back, and thus keep the air in the same temperature as during the day, and consequently no-deposition of moisture takes place.

Answer to Q. 16. "Explain why the tops of mountains are colder than the surrounding lowlands." As given by No. 6.

On the tops of mountains there is nothing to radiate the heat back again the same as there is in the valley. Thus, for instance, a person in a room surrounded by walls has the heat radiated back again, and therefore he is kept in a higher state of temperature than though he was out of the house.

The air also on the top of a mountain is rarer, and heat will pass through rare much quicker than through dense air, and consequently it will the sooner lose its temperature.

### SENIOR DIVISION.

#### *Specimens of Answers to Questions set on the Steam-Engine.*

December 1, 1842.

Answer to Q. 1. "Find the horse power of an engine that will raise 100 cubic feet of water per minute from a depth of 600 feet." As given by No. 3.

$$\begin{aligned} 100 \times 62.5 &= \text{weight of water.} \\ 100 \times 62.5 \times 600 &= \text{units of work.} \\ \frac{100 \times 62.5 \times 600}{33000} &= 11306 \text{ horse power.} \end{aligned}$$

Answer to Q. 2. "Find the power of an engine that will sustain the motion of a train weighing 50 tons at 20 miles per hour. (Friction 8 lbs. to the ton.)" As given by No. 5.

$$\begin{aligned} \frac{8}{2240} &= \text{friction against a ton.} \\ \frac{8}{2240} \times 50 &= \frac{100}{2240} \text{ of a ton} = 400 \text{ lbs.} = \text{resistance moved.} \\ \frac{400 \times 20 \times 5280}{60 \times 33000} &= \frac{704}{33} = 21\frac{1}{3}. \\ \text{Ans. } 21\frac{1}{3} &\text{ horse power.} \end{aligned}$$

Answer to Q. 3. "Find the power of an engine the pressure on the piston being 10 lb. per square inch, the elasticity of steam in the condenser 2 lb. per square inch, the piston 5 ft. in diameter, stroke 8 ft. 15 single strokes per minute." As given by No. 7.

10 lbs. - 4 lbs. = 6 lbs. effective pressure on each square inch of the piston.  
 $60^2 \times .7854$  = area piston in inches.  
 $60^2 \times .7854 \times 6$  lbs. = whole effective pressure on piston.  
 $60^2 \times .7854 \times 6 \times 8$  = units of work in 1 stroke.  
 $60^2 \times .7854 \times 6 \times 8 \times 15$  strokes = units of work in 15 strokes.

$$\frac{60^2 \times .7854 \times 6 \times 8 \times 15}{33000} = \frac{36 \times .7854 \times 6 \times 8}{22} = 61.6896 \text{ horse power.}$$

Answer to Q. 4. "How many bushels of coals will raise 150 cubic feet of water per minute, the depth of the shaft 100 fathoms, the day 24 hours, the duty of the engine 60,000,000." As given by No. 2.

$$150 \times 1000 \text{ ozs.} = \text{weight of water in ozs.}$$

$$150 \times \frac{1000}{16} = 150 \times 62.5 = \text{weight of water in lbs.}$$

$$150 \times 62.5 \times 100 \times 6 \text{ ft.} = \text{units of work performed in 1 min. to raise the water.}$$

$$150 \times 62.5 \times 600 \times 24 \times 60 \text{ min.} = \text{to raise the water in 1 day.}$$

Then, if one bushel of coals performs 60000000 units of work; if we divide the units of work performed in one day by the units of work done by one bushel of coals, we shall find the number of bushels necessary to perform those units of work which are done in one day.

$$\text{Or, } \frac{150 \times 62.5 \times 600 \times 24 \times 60}{60000000} = 135 \text{ bushels.}$$

Ans. 135 bushels.

Answer to Q. 5. "From what depth can I raise a weight of 6 cwt. with a rope 4 inches in circumference in 6 minutes with 3 horse power (weight of 1 foot of rope 1 inch in circumference .046)." As given by No. 7.

Put  $x$  = depth.

$$6 \text{ cwt.} = 112 \times 6 = 672 \text{ lbs.}$$

$$\frac{672 \times x}{6} = \text{units of work done in raising the weight in 1 min.}$$

$$4^2 \times .046 = \text{weight foot of rope 4 in. in circumference.}$$

$$4^2 \times .046 \times x = \text{whole weight of the rope.}$$

$$4^2 \times .046 \times x \times \frac{x}{2}$$

$$\frac{4^2 \times .046 \times x \times \frac{x}{2}}{6} = \text{units of work in raising rope in 1 min.}$$

$$\frac{672 \times x + 4^2 \times .046 \times x \times \frac{x}{2}}{6} = \text{whole units of work in raising both weight and rope in 1 min.}$$

$$38000 \times 3 = 99000 \text{ units in 3 horse power.}$$

$$672 \times x + 16 \times .046 \times x \times \frac{x}{2}$$

$$\frac{672 \times x + 16 \times .046 \times x \times \frac{x}{2}}{6} = 99000$$

$$672x + .368x^2 = 594000$$

$$x^2 + 1826x = 1614130, \text{ by clearing coefficient of } x^2$$

$$x^2 + 1826x + 833569 = 1614130 + 833569$$

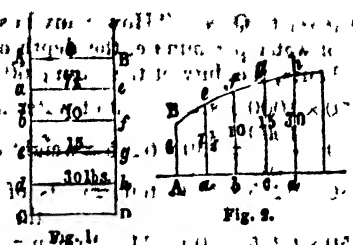
$$= 2447699$$

$$x + 913 = \sqrt{2447699} = 1564.5$$

$$\therefore x = 1564.5 - 913 = 651.5 \text{ ft. Ans.}$$

Answer to Q. 6. "Steam is admitted into the cylinder of a steam engine at an effective pressure of 30 lb. per square inch, the area of the piston 100 inches, length of the stroke 10 feet, steam is cut off at 2 feet, required the units of work performed by one stroke." As given by No. 7.

First, we will find the units of work done. Supposing the area of piston = 1 square inch, the units of work from  $d$  to  $A$  may be represented by the area of the curved space  $h d A B$ ; where units of work from  $d$  to  $e$  (fig. 1) is represented by the area of  $h g e d$  (fig. 2) from  $e$  to  $b$ , represented by area  $g c b f$ , and so on.



Thomas Simpson's rule for finding the area of a curve space is to add together the extreme ordinates, 4 times the sum of the even ordinates, and twice the sum of the odd ones, and multiply the whole sum by  $\frac{1}{3}$  the distance between any two ordinates. (The ordinates must be equidistant.)

When steam has expanded to twice its volume, its elasticity is decreased one half; when it has increased to three times its former volume,  $\frac{1}{3}$ ; and so on.

Hence  $\frac{30}{2} = 15$  lbs. on square inch = pressure at  $c$ .

$\frac{30}{3} = 10$  lbs. on square inch = pressure at  $b$ .

$\frac{30}{4} = 7\frac{1}{2}$  lbs. on square inch = pressure at  $a$ .

$\frac{30}{5} = 6$  lbs. on square inch = pressure at  $A$ .

Area  $A d h B$  (fig. 2) =  $\frac{1}{3} A a \{ d h + B A + 4 (g c + e f) + 2 (f b) \}$   
 $= \frac{1}{3} \{ 30 + 6 + 4 (15 + 7\frac{1}{2}) + 2 \times 10 \}$

But this only gives us the units of work from  $d$  to  $A$ , during the period that the steam works expansively: we must add to this the units of work on each square inch from  $c$  to  $d$ .

$30 \times 2 =$  units from  $c$  to  $d$ .

Units from  $c$  to  $A = \frac{1}{3} \{ 30 + 6 + 4 (15 + 7\frac{1}{2}) + 2 \times 10 \} + 30 \times 2$   
 These are the units only on 1 square inch: to find the units on the whole piston, which is 100 square inches, we  $\times$  this by 100.

Whole units of work =  $\frac{1}{3} \{ 30 + 6 + 4 (15 + 7\frac{1}{2}) + 2 (10) \} + 30 \times 2 \} 100$   
 $= (\frac{1}{3} \{ 36 + 90 + 20 \} + 60) 100$   
 $= 157\frac{1}{3} \times 100 = 15700 + 33\frac{1}{3} = 15733\frac{1}{3}$

Answer to Q. 7. "Describe the chief parts of the double-acting steam-engine." As given by No. 3.

The *damp*er is used to regulate the elasticity of the steam, in conjunction with the part of the machinery which supplies water to the boiler. When the elasticity of the steam becomes very great, the water will be pressed up the pipe  $p$ , and consequently the float will ascend with the water; but when the float ascends, the rope  $n$  also ascends and passes over the pulley, over the next pulley, and causes the rope  $p$  to descend, or rather the damper  $L$ ; it then partly closes the flue, and the fire becomes less, the temperature of the water decreases, and consequently the elasticity becomes less, and *vice versa*. When the elasticity is not sufficient, the water sinks, and with it the float, the damper rises, and the fire increases.



The *safety valve* also is used to regulate the steam. When the steam in the boiler rises to a great elasticity, more than is wanted, the steam is allowed to pass out of the boiler. The weight *P* is also used in the regulation. A lever of the second kind is seen in the rod *A B*. *P* is used by the pump upon the principle of this lever. The quantity of steam, or the pressure required, is known, *P* is accordingly placed at such a position as to balance this pressure, and as soon as the steam has a pressure greater than is wanted, it consequently raises the valve and escapes.

The *crank* is used to convert the oscillating motion of the beam into the rotatory motion of the fly wheel, thus rendering the engine available for all machinery. It consists of a long bar of iron, which is connected with a shorter piece of iron fastened to the centre of the wheel. When the beam ascends, it raises the bar of iron; but the shorter not being in a vertical line, it does not ascend perpendicularly, but only allows one end to rise, while the other, instead of rising, is connected with the wheel, and gives to it a rotatory motion.

#### JUNIOR DIVISION.

##### *Specimens of Answers to some of the Questions set in Arithmetic.*

November, 1842.

Q. 13. "I own  $\frac{3}{4}$ ths of a coal-mine, and sell  $\frac{1}{4}$ ths of my share for 1710*l.*, find the value of the whole mine." As answered by No. 28.

$\frac{3}{4}$  of  $\frac{1}{4}$  is  $\frac{3}{16}$  sold for 1710*l.*;  
9 : 20 :: 1710

1                      190 × 20 = 3800.  
Worth of the whole mine 3800*l.*

#### JUNIOR DIVISION.

##### *Religious Instruction.*

November 25, 1842.

Q. 7. "Give some account of the parable of the Ten Virgins: what lesson do you draw from it?" As answered by No. 22.

It was customary among Eastern nations, on the occasion of a bride being led to the house of the bridegroom, for her friends and relations to accompany her in procession, bearing lights, &c., with great pomp and rejoicings; the parable of the ten virgins is an allusion to this ceremony, which was always conducted at night.

The spiritual application of the parable;—Our Saviour Jesus Christ is the bridegroom, his bride is the church; the five wise virgins are those who have embraced his religion, and follow in his ways, through faith and the grace of God; the foolish virgins are those who, having received a knowledge of his gospel, are yet careless of their future state, and neglect the means afforded them in this world, which, with the grace of God, will insure their admission into eternal life. By the oil in the parable we may suppose is meant the grace of God, which we may obtain by prayer and repentance.

We may learn also that we should not neglect the present oppor-

tunity of providing ourselves with that grace of God necessary to our salvation, lest the bridegroom come, and, finding us careless and sleeping, close the gates of his mansion against us.

Part of Q. 8. "Give some account of the life of Saul the persecutor." As answered by No. 21.

St. Paul was born at Tarsus, a city in Cilicia, of Jewish parents, and belonged to the sect of the Pharisees; was brought up at the foot of Gamaliel; he persecuted the Christians with great rigour; and was on his journey to Damascus to persecute the Christians, when he was miraculously converted by our Lord appearing to him, at noon-day, in a bright shining light, so that he fell down; and a voice said unto him, "Saul, Saul, why persecutest thou me." From which time he preached the gospel, making many converts in Asia, Asia Minor, Greece, the Grecian Archipelago; and by some he is supposed to have preached in Britain. He was called the apostle of the Gentiles; he also suffered martyrdom under Nero, in the year of our Lord 65.

#### JUNIOR DIVISION.

#### *Specimens of Answers to Questions in Geography.*

November, 1842.

Q. 3. "What is included under the name of Polynesia?" As answered by No. 21.

Polynesia, includes those groups of islands lying in the Pacific Ocean, which are classed under six divisions, viz.—

1. The Sandwich. 2. The Carolines. 3. The Ladrões. 4. The Marquesas. 5. The Society, and—6. The Friendly Islands, partly of coral formation.

Q. 4. "Give as accurately as you are able the localities of the manufacturing and mining populations of Great Britain; and show how its physical features have influenced its commercial aspect." As answered by No. 31.

The principal seats of the cotton manufactures are Manchester, Bolton, Bury, Oldham, &c.: of the woollen manufactures, the West Riding of Yorkshire, in which are the towns of Leeds, Halifax, Bradford, Huddersfield, &c. The inhabitants of these towns are chiefly engaged in the production of woollen cloths, both for home and also for foreign consumption. For crape, &c., Norwich. For carpets, Kidderminster. For lace, stockings, and all kinds of hosiery, Nottingham and Leicester. For earthenware, Staffordshire. For all kinds of iron manufacture, Birmingham, Wolverhampton, Dudley and Sheffield, also Dean Forest, Colebrook Dale, &c. An extensive manufactory of shoes, boots, &c. is carried on at Stafford. The inhabitants of all the foregoing towns are actively engaged in manufacturing the various articles named, and the places are distinguished as thriving, busy, and flourishing towns.

In Scotland, extensive manufactures of cotton are carried on in Glasgow, Paisley, Lanark, &c. Iron is also extensively wrought at the Carron Iron Works (celebrated as being the largest in the world),

Glasgow and Berwick-on-Tweed. Plaids are manufactured in Stirling. Linens at Dunfermline and Dundee.

In Wales, iron, copper, &c., are the chief manufactures in minerals; these are carried on to a great extent at Merthyr Tydvyl and Swansea. Cotton is also manufactured in Merthyr Tydvyl and Holywell.

There is an extensive manufacture of flannels, and various kinds of woollens, carried on as a domestic employment among the Welsh.

The principal seats of the mining operations are Derbyshire, where immense quantities of lead and copper ore, and also a small quantity of silver, are procured annually:—Cornwall, where tin, lead, and copper are procured, especially the former; and it is remarkable that this is the only place where tin is to be found in large quantities. Truro is the centre of this trade.

Lead is procured in Furness, the northern portion of Lancashire, also in Cumberland. There is also a species of mineral, called black-lead, which is to be found in Borrowdale, in Cumberland. Iron is found in the Forest of Dean, in Gloucestershire, in the county of Warwick, round Birmingham, &c.

In Wales, iron is found in Glamorganshire, around Merthyr Tydvyl, and in Anglesea.

Coals are abundant in many parts of England, Scotland, and Wales: the largest of the great coal basins is in South Wales, stretching across the whole of the southern portion, from Pembroke to Glamorgan; and it is procured in such quantities, that copper is brought from Chili in South America, and from the coast of Cornwall, in order to be smelted there, in consequence of the cheapness of the fuel.

The best coals are procured from the Newcastle coal basin, in Northumberland. The working of these mines give employment to thousands of persons, and has been the means of forming the extensive towns of Newcastle, Sunderland, Stockton, North and South Shields, &c.

The southern part of Lancashire has a very extensive coal field, which supplies the various manufactories of cotton, one branch of trade thus acting, as it invariably does, as the handmaid of the other.

These are the principal seats of mining and manufacturing industry in Britain. The principal physical features of the country are—the indentation of the coast, thus forming numerous fine, open, and spacious harbours, which offer every advantage for the carrying on an extensive trade with other nations. The numerous navigable rivers, which afford a ready means of transit for goods, sent from one town to another, and its inexhaustible supply of mineral wealth; the latter substance may be termed the sinews of the country. Iron enables us to build immense steam-boats which plough the ocean in every direction, spreading the commerce of our land over the known world. Coal enables us to set the mighty engines in motion, producing effects calculated to astonish and confound.

The same. As answered by No. 11.

The principal manufacturing counties are Yorkshire, Lancashire, Nottingham, Cheshire, Stafford, Leicestershire. In Scotland, the principal counties are Renfrew, Lanark and Fifeshire. The chief place in Yorkshire is Leeds, on the river Aire; it is the great centre of the woollen manufacture of Great Britain; in Lancashire, the great seat of the cotton manufacture is at the town of Manchester, and the surrounding

district. In Nottinghamshire, at the county town of the same name, is the great seat of the cotton-stocking manufacture, while in Leicestershire, at its capital of the same name, is the centre of the woollen-stocking manufacture. In Scotland is the great town of Glasgow—which is next to London in population, and next to Manchester in cotton manufacture—the first city in Scotland; and round Paisley it is also carried on to a great extent. In Forfar and Fifeshire, at the towns of Dundee and Dunfermline, of the woollen manufacture. The great mining districts of England are Cornwall, where there is so much tin and copper; also in Devonshire, and Northumberland and Durham, where are the great coal fields; also in Stafford, where most of the iron mines are; and also in Derbyshire. In Scotland, most of the mining is carried on in that part of the country stretching from the Firth of Forth to the Firth of Clyde.

If it were not for our abundance of coal and iron, our manufactures would not be of any importance. It is through this coal that the machines are set in motion, and through these we get our manufactures done so quickly, and export them to all parts of the known world; also it is a good thing that we find our coal nearly always with the iron, for without coal the iron could not be smelted, and would be of very little use to us; so we see that it is through the great abundance of coal that the commerce of Great Britain has been so extensive.

SENIOR DIVISION.

*Specimens of Answers to Questions set in Algebra and Mensuration.*

March 24, 1843.

Q. 1. "Divide  $a^5 + 5a^4x + 10a^3x^2 + 10a^2x^3 + 5ax^4 + x^5$  by  $a^2 + 2ax + x^2$ ."

As answered by No. 17.

$$a^2 + 2ax + x^2 \begin{cases} a^3 + 5a^4x + 10a^3x^2 + 10a^2x^3 + 5ax^4 + x^5 \\ a^3 + 2a^4x + a^3x^2 \end{cases}$$

$$3a^4x + 9a^3x^2 + 10a^2x^3$$

$$3a^4x + 6a^3x^2 + 3a^2x^3$$

$$3a^3x^2 + 7a^2x^3 + 5ax^4$$

$$3a^3x^2 + 6a^2x^3 + 3ax^4$$

$$a^2x^3 + 2ax^4 + x^5$$

$$a^2x^3 + 2ax^4 + x^5$$

$$\text{Ans. } a^3 + 3a^2x + 3ax^2 + x^3$$

Q. 2. "Multiply  $x^2 - \frac{x}{2} + \frac{x}{3}$  by  $\frac{x}{3} + 2$ ." As answered by No. 2.

$$x^2 - \frac{x}{2} + \frac{2}{3}$$

$$\frac{x}{3} + 2$$

$$\frac{x^3}{3} - \frac{x^2}{6} + \frac{2x}{9}$$

$$+2x^2 - x + \frac{4}{3}$$

$$\frac{x^2}{3} + \frac{11x^2}{6} - \frac{7x}{9} + \frac{4}{3}$$

Q. 3. "Solve the following equations  $x - \frac{x+3}{3} + 15 = \frac{12x+26}{5}$

$$4x^2 - 3x = 85.$$

$$x = 3y \text{ and } 10x + y = x^2 + 12."$$

(Equation 1.) As answered by No. 22.

$$2x - \frac{x+3}{3} + 15 = \frac{12x+26}{5}$$

$$6x - x - 3 + 45 = \frac{36x+78}{5}$$

$$30x - 5x - 15 + 225 = 36x + 78$$

$$25x - 36x = 93 - 225$$

$$225 - 93 = 24x - 36x$$

$$132 = 11x$$

$$12 = x$$

$$\text{Ans. } x = 12.$$

Q. 3. (Equation 2.) As answered by No. 30.

$$4x^2 - 3x = 85$$

$$x^2 - \frac{3x}{4} = \frac{85}{4}$$

$$x^2 - \frac{3x}{4} + \left(\frac{3}{8}\right)^2 = \frac{85}{4} + \frac{9}{64} = \frac{1369}{64}$$

$$x - \frac{3}{8} = \pm \frac{37}{8}$$

$$x = \pm \frac{37}{8} + \frac{3}{8}$$

$$x = 5 \text{ or } -\frac{34}{8} \text{ or } -\frac{17}{4}$$

Q. 3. (Equation 3.) As answered by No. 9.

$$10x + y + x^2 + 12$$

$$x = 3y$$

$$\therefore 10 \times 3y + y = (3y)^2 + 12$$

$$30y + y = 9y^2 + 12$$

$$31y - 9y^2 = 12$$

$$9y^2 - 31y = -12$$

$$y^2 - \frac{31}{9}y = -\frac{12}{9}$$

$$y^2 - \frac{31}{9}y + \frac{961}{324} = \frac{961}{324} - \frac{12}{9}$$

$$= \frac{529}{324}$$

$$= \frac{529}{324}$$

$$\therefore y - \frac{31}{18} = \pm \frac{23}{18} \therefore y = 3 \text{ or } -1 \text{ Ans.}$$

- Q. 4. "A certain number of sheep cost 120*l.*, 8 die, the remainder being sold at 8*s.* a head profit, produce 120*l.* Find the number of sheep." As answered by No. 2.

$$\begin{aligned}
 &\text{Let } x = \text{number of sheep,} \\
 &\quad y = \text{cost of each.} \\
 &\quad xy = 2400*s.* \\
 &\quad x - 8 = \text{those that were left.} \\
 &\quad (x - 8) : (y + 8) = xy - 8y - 8x - 64 \\
 &\quad xy - 8y + 8x - 64 = 120*l.*, or 2400*s.* \\
 &\quad xy - 8y + 8x - 64 = xy \\
 &\quad \quad 8x = 8y + 64 \\
 &\quad \quad \frac{19200}{y} = 8y + 64 \\
 &\quad xy = 2400 \quad 19200 = 8y^2 + 64y \\
 &\quad 45 \cdot 1 \ x = 2400 \quad 2400 = y^2 + 8y \\
 &\quad x = 53 \cdot 2 + \quad 2416 = y^2 + 8y + 16 \\
 &\quad \quad 49 \cdot 1 = y + 4 \\
 &\quad \quad 45 \cdot 1 = y
 \end{aligned}$$

- Q. 5. "Find how many terms of the series 5, 7, 9, &c. must be taken to equal 437." As answered by No. 7.

Put  $x$  = number of terms.

$$\begin{aligned}
 &s = 5 + 7 + 9 + \&c. \\
 &\therefore \text{ } x\text{th term of this series} = 5 + 2 \times \overline{x - 1} \\
 &\quad \quad \quad = 2x + 3 \\
 &\therefore s = 5 + 7 + 9 + \dots + 2x + 3 \quad (1) \\
 &\text{Then inverting this series—} \\
 &\quad s = \overline{2x + 3} + \overline{2x + 1} + \overline{2x - 1} + \dots + 5. \\
 &\text{Then by adding these two series together—} \\
 &\quad 2s = \overline{2x + 8} + \overline{2x + 8} + \dots \text{to } x \text{ terms.} \\
 &\therefore s = \frac{2x + 8 + x}{2} = \frac{2x^2 + 8x}{2} = x^2 + 4x
 \end{aligned}$$

$$\begin{aligned}
 &\quad x^2 + 4x = 437 \\
 &\quad x^2 + 4x + 4 = 437 + 4 = 441 \\
 &\quad x + 2 = \sqrt{441} = 21 \\
 &\therefore x = 21 - 2 = 19 \\
 &\quad \text{Ans. 19.}
 \end{aligned}$$

- Q. 6. "Expand  $(x^2 + 3y)^3$  by the Binomial Theorem." As answered by No. 2.

$$\begin{aligned}
 (x^2 + 3y)^3 &= x^{10} + 15x^8y + 90x^6y^2 + 270x^4y^3 \\
 &\quad + 405x^2y^4 + 243y^5 \\
 (x^2 + 3y)^3 &= x^{10} + 15x^8y + 90x^6y^2 \\
 &\quad + 270x^4y^3 + 405x^2y^4 + 243y^5
 \end{aligned}$$

- Q. 7. "Divide 24 in 2 parts whose product shall be to the sum of their squares :: 3 : 10 :: 3 : 10." As answered by No. 3.

$$\begin{aligned}
 &x + y = 24 \therefore x = 24 - y \\
 &xy : (x^2 + y^2) :: 3 : 10
 \end{aligned}$$

$$\begin{aligned}
 10xy &= 3(x^2 + y^2) \cdot \\
 10y(24 - y) &= 3(x^2 - y)^2 + 3y^2 \\
 240y - 10y^2 &= 1728 - 144y + 3y^2 + 3y^2 \\
 -1728 &= 16y^2 - 384y \\
 y^2 - 24y &= -108 \\
 y^2 - 24y + (12)^2 &= -108 + 144 = 36 \\
 y - 22 &= \pm 6 \\
 \therefore y &= 18 \text{ or } 6 \\
 \text{and } x &= 6 \text{ or } 18.
 \end{aligned}$$

Q. 8. "Find the area of a trapezoid, the parallel sides being 750 and 1225 links and the distance between them 1540 links." As answered by No. 22.

$$\begin{array}{r}
 1225 \\
 750 \\
 \hline
 2)1975 \\
 \hline
 987.5 \\
 1540 \\
 \hline
 39500.0 \\
 49375 \\
 9875 \\
 \hline
 15 \cdot 20750 \\
 4 \\
 \hline
 8300 \\
 40 \\
 \hline
 33 \cdot 2000
 \end{array}$$

*Ans.* 15 acres, 0 roods,  $33\frac{1}{2}$  poles.

Q. 9. "ACB and ADC are right angles, AC is 108 yards, CB is 144 yards; find CD, BD, and DA." As answered by No. 7.

$$\begin{aligned}
 AC &= 108 \text{ yards.} \\
 CB &= 144 \text{ yards.} \\
 \text{Find CD, BD, and DA.} \\
 AB &= \sqrt{108^2 + 144^2} = \sqrt{32400} = 180 \\
 \text{Rt } AD &= x, \\
 \text{then } BD^2 - DA^2 &= BC^2 - AC^2; \\
 \text{or } (180 - x)^2 - x^2 &= 144^2 - 108^2 \\
 32400 - 360x + x^2 - x^2 &= 20736 - 11664 \\
 \therefore x &= \frac{32400 + 11664 - 20736}{360} \\
 &= 64.8 \\
 \therefore DB &= 180 - 64.8 = 115.2 \\
 DC &= \sqrt{AC^2 - x^2} \\
 &= \sqrt{11664 - 4199.04} \\
 &= \sqrt{7464.96} = 86.4
 \end{aligned}$$

$$AC = 30 + \cos 60^\circ$$

$$= 30 + \frac{1}{2} = 15$$

$$BC = \sqrt{30^2 - 15^2}$$

$$= \sqrt{675} = 26 \text{ almost.}$$

- Q. 10. "A ladder 30 feet long, inclining at an angle of  $60^\circ$  rests against a wall; find the height of its top from the ground, and the distance of its foot from the base of the wall." As answered by No. 5.

$$AB = \sin 60^\circ \times AC$$

$$AB = .866 \times 30$$

$$= 26.07$$

$$CA^2 = AB^2 + BC^2$$

$$30^2 = 26^2 + BC^2$$

$$900 = 676 + BC^2$$

$$900 - 676 = 224 = BC^2$$

$$\sqrt{224} = BC$$

$$14.9 = BC$$

$$\text{Ans. } 26 \text{ and } 14.9.$$

- Q. 11. "Find the area of a sector, where the radius is 9 feet, and the chord of the arc 6 feet." As answered by No. 21.

$$9^2 - 3^2 = ab^2$$

$$81 - 9 = ab^2$$

$$\sqrt{72} = ab$$

$$8.4 = ab$$

$$\text{Then } 9 - 8.4 = .52 = ae$$

$$3^2 + 52^2 = ce^2$$

$$9 + .2704 = ce^2$$

$$\sqrt{9.2704} = ce$$

$$3.04 = ce$$

$$3.04$$

$$8$$

$$24.32$$

$$6.00$$

$$3)18.32$$

$$6.106 = \text{Arc. } cd$$

$$9 = \text{radius.}$$

$$2)54.954$$

$$27.477 \text{ Area.}$$

- Q. 12. "Find the acreage of a triangular field, the sides being 380, 420, and 765 yards." As answered by No. 6.

$$380$$

$$782.5$$

$$782.5$$

$$782.5$$

$$420$$

$$380$$

$$420$$

$$765$$

$$765$$

$$402.5$$

$$362.5$$

$$17.5$$

$$2)1565$$

$$782.5$$



$\sqrt{782 \cdot 5 \times 402 \cdot 5 \times 362 \cdot 5 \times 17 \cdot 5 =}$   
 Area in yards =  
 $\sqrt{1998003675 \cdot 9375 =}$   
 44699·03 yards.  
 22 yards = 1 chain, or 100 links.  
 10 square chain = 1 square acre;  $\therefore$   
 $10 \times 220$  yards square = 1 square acre;  
 = 4840 yards. &c. an acre.  
 Acres.  
 4840)44699 : 03(9·2297  
 43587                      4  


---

 1112·0                      ·9188  
 9680                      40  
  
 14403 36·7520  
 9680  


---

 47230  
 43560  
  
 36700  
 33880  


---

 2820 rods.

**Q. 14. "State Thomas Simpson's rule for finding the area of irregular figures, and give a practical exemplification of it in a particular case."**  
**As answered by No. 5.**

Add together the extreme ordinates with four times the sum of the odd ordinates<sup>1</sup> and twice the sum of the even ordinates, and multiply this by  $\frac{1}{3}$ , the distance between each ordinate.

$$\frac{1}{3} \{ (5+6)+4(7+8)+2(10) \}$$

$$4 \{ 11+60+18 \}$$

$$4 \{ 89 \} = 356 = \text{area.}$$

*Ans.* 356 area.

In the example here given the ordinates are 5, 6, 7, 8, and 10, and the distance between them is 12.

### SENIOR DIVISION.

*Specimens of Answers to Questions in Religious Instruction.*

**March 27, 1843.**

**Q. 1. "What is meant by the doctrine of the atonement. Give Scriptural grounds for your statements on this head." As answered by No. 40.**

By atonement is meant the reconciling or setting *at one* again those who had been at variance. By Adam's transgression man had become subject to death—temporal, spiritual, and eternal. "The soul that sinneth it shall die;" and it was impossible for man "to redeem his brother, or make atonement unto God for him," for the offence was in-

finite, and demanded an infinite saviour. The justice of God, therefore, demanded that, as man had incurred the penalty due to sin, he should suffer it; but his mercy provided "a lamb for an offering." He promised a "seed who should bruise the head of the serpent," and destroy the "sting of death," which is sin—"putting away sin by the sacrifice of himself." "God so loved the world that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." Jesus Christ, the only begotten Son of God, took our nature upon him; took the form of a servant; being in all points like as we are, but without sin: and being infinitely good, and an infinite being, could atone for our transgressions: thus was justice satisfied, and a place found for mercy. "Mercy and truth met together; righteousness and peace kissed each other;"—and, as in Adam all die, so in Christ shall all be made alive—for he has quickened us, who were dead in trespasses and sins.

The general notion of atonement by a substitute seems to have been very general in all countries and in all ages. The sacrifices of animals, and even of human victims, among the Greeks and other nations of antiquity; by the Druids in our own British island; and the people of Hindoostan in the present day; the children offered to Moloch by the idolatrous Canaanites, whose example was copied by some of the Jews. The question Balak asked Balaam (as we find recorded in Micah), "Shall I give my first-born for my transgression?" is another proof of the extent of the notion of propitiatory sacrifices. But it was only among the people of God, who were favoured with the oracles of God, that they were able by faith to offer an acceptable sacrifice. The scape-goat, who bore away on his head the people's trespass; the dove killed, that his fellow, dypt in his blood, might be let free; the lamb slain daily; the paschal lamb; and the sacrifice on the great day of atonement—all showed forth in types the "Lamb of God" pointed out by the Baptist, and showed our Saviour's face to all who looked on these sacrifices with the eye of faith. He came to do his Father's will; for "it was impossible that the blood of bulls and goats should take away sin." "He came to put away sin by the sacrifice of himself;" and "by this one oblation of himself once offered" acting as high priest and being himself the sacrifice) made "a full, perfect, and sufficient sacrifice, oblation, and satisfaction for the sins of the whole world;" and having made the sacrifice for all, he entered not into the holy of holies, but into heaven itself, to plead the merits of his atoning blood in our behalf. Thus was God reconciled to man; and, being justified freely by his grace, all who believe in him may be saved; "being justified by faith, we have peace with God, through Our Lord Jesus Christ; and thus man becomes reconciled to God."

Q. 2. "Show from the Bible that we are encouraged and commanded to trust to God's providence for ordering aright matters that may seem of small importance as well as great matters." As answered by No. 31.

"All things are ordered for good, to those who lead a godly life." Again, "Whatsoever ye ask in my name, believing, it shall be given unto you." Such are the never-failing promises of Jehovah, and "God is not a man that he should lie." Jesus Christ himself declared, "Even the very hairs of your head are numbered." "Cast thy burden upon the

Lord and he shall sustain thee." And we have the evidence of the sweet singer of Israel, "I was young and now am old, yet never saw I the righteous forsaken, or his seed begging their bread." Are not two sparrows sold for a farthing? says our Saviour; and yet he declares "that not even a sparrow falleth to the ground but our heavenly Father knoweth it;" and then he adds, "Ye are of more value than many sparrows." Again, "Take no thought what ye shall eat, or what ye shall put on, for God careth for you." We have many examples in the Scriptures of the particular providence of God, in the preservation of Joseph, David, Jeremiah, Noah, Jacob, Hezekiah, and all the apostles; and, in short, we may see around us, day by day, undoubted evidence that God careth for the righteous.

Q. 3. "Show that our Lord Jesus Christ was truly, and in the highest sense, God." As answered by No. 39.

1. It was prophesied that he should be God. Isaiah calls him *The mighty God, the everlasting Father*. Jeremiah calls him *The Lord our Righteousness*.

2. His miracles prove him to be God; for though the prophets of old did many great and wonderful miracles, they did them in the name and by the authority of God, but he did them in his own name, and by his own power: his apostles after him also worked miracles in his name.

3. He declares himself, and is declared to be, God. He says, "I and my father are one." John says, "The word was God, and was made flesh." St. Paul says, "In him dwelt all the fulness of the Godhead bodily."

Q. 4. "Show how the time, place, and manner of our Saviour's birth were limited by prophecy." As answered by No. 5.

"Seventy weeks are determined upon the holy city," &c.

"The sceptre shall not depart from Judah," &c.

"And thou, Bethlehem Ephrata, though thou be little," &c.

"Behold a virgin shall conceive and bear a son," &c.

Q. 5. "In what respects do Isaac, Joseph, and David seem to have been types of our Lord." As answered by No. 24.

Isaac is a type of Christ, in his being offered as a sacrifice by his father, and in his bearing the wood (on which he was to be laid) up the hill. Christ was made to bear his cross. Isaac is a type, in that he offered himself willingly; for at this time, it has been ascertained, he was nearly the same age as Christ was when he suffered, and consequently he was of sufficient strength to have resisted his father, who was then an old man. Isaac was a type, in that he was received as it were from the dead; "From which also Abraham received him in a figure."

Joseph was a type in his being sold by his brethren. Christ was sold by one of his followers. Joseph was taken to prison, and afterwards rescued, and promoted next to the king. Christ was taken to prison, and death; and he rose again from the dead, and now is sitting at the right hand of the Father. It was through Joseph that the inhabitants of the surrounding countries were saved from starvation; and it is through Christ that sinners are saved, and that believers receive the gift of the Holy Ghost.

David was a type of Christ, in that he was appointed by God to be

the saviour of Israel from the hand of their enemies. Previously to his becoming king, he was persecuted and his life was sought by Saul. Herod the King of the Jews sought to slay Jesus.

Q. 6. "Cite passages from the Liturgy in which the truth is recognized, that all that is good in us comes only from God." As answered by No. 3.

"O God, from whom all good things do come."

"O God, from whom all holy desires, all good counsels, and all just works do proceed."

The same. As answered by No. 40.

"O God, from whom all good counsels, all just works do proceed," &c.

"Almighty God, the giver of all goodness, &c., who seest that we have no power of ourselves to help ourselves."

Q. 7. "Show from the precepts and examples of Scripture the full character of that love which all of us are required to bear one towards another." As answered by No. 4.

"Return good for evil." "Do good." "And pray for them that despitefully use you and persecute you."

"When he was reviled, he reviled not again."

"Let the love of God," &c.

"Love the brotherhood."

"Do to all men as ye would that they should do to you."

"Love one another, even as Christ has loved us."

Abraham, when he interceded for the preservation of the cities of the plain, showed great love for his fellow-creatures.

"Be kind and charitable one towards another, forgiving one another in love."

Q. 8. "Explain and give Scriptural grounds for the statement, that at our baptism we are made members of Christ, children of God, and heirs of heaven. Does our Saviour teach that all those that are joined to him will remain with him for ever?" As answered by No. 1.

By being made "members of Christ" is meant, being made a member of his church, which is sometimes called "*his body*." St. Paul says, "As many of you as were baptized have put on Christ."

By being made children of God is meant, that he receives us as his adopted sons through being baptized into the name of Jesus; which is signified in the verse preceding the last quotation. By heirs of heaven is meant those who will receive an inheritance in heaven if they become reconciled to God by faith in the atonement made by our Lord, God being already reconciled to man.

St. Paul says, "If children then heirs: heirs of God," &c.

Q. 9, § 1. "Give some account of the lives of Joshua, Samuel, Elijah, St. Paul." As answered by No. 29.

Joshua was the son of Nun, and appointed to be captain of the children of Israel; he only and Caleb were permitted to enter the promised land of all who came out of the land of Egypt. Joshua was remarkable for his piety; an instance of it is often quoted; he called on the Israelites, saying, "Choose you this day whom you will worship; as for me and my house, we will serve the Lord." He also performed

miracles. One was commanding the sun and moon to stand still while he smote his enemies. He was also a type of Christ, in that he led the people to the earthly Canaan, and Christ opened to us the heavenly Canaan.

Q. 9, § 2. As answered by No. 37.

Samuel was given in answer to the prayer of his mother, and was presented to the Lord. He was brought up in the temple under the care of Eli. He was called when very young to be a prophet. His first prophecy was concerning the death of the sons of Eli, or the calamity that should come upon Eli's house. He knew the Lord from his youth. After Eli's death he was appointed priest. He appointed or anointed the first king in Israel, and foretold the evils which it would bring on them. He also anointed David to be king.

Q. 9, § 3. As answered by No. 36.

Elijah was a prophet sent by God, in the time of Ahab, to warn him and the kingdom of Judah of their abominations in forsaking the worship of the true God and falling down to Baal. He destroyed the prophets of Baal on Mount Carmel; was threatened by Jezebel, and fled out of the country; was fed by ravens at the brook Cherith; raised the widow's son; and at last was taken up to heaven without dying.

Q. 9, § 4. As answered by No. 17.

*Paul.*—The first mention of Paul is in the account of the stoning of Stephen, where it is said that the persons appointed to stone him "laid down their clothes at a young man's feet named Saul." In the next mention of his name it is said that he made havock of the church, entering into every house and haling men and women, delivering them bound to the high priest. The persecution of the Christians had caused them to remove from Jerusalem, rendering the persecution of Paul, or Saul (which he thought was rendering God service), of little effect. He therefore determined that they should not, by removal, escape his vengeance; and for this purpose obtained authority from the high priest to bring the Christians of every city he met with bound to Jerusalem. With this intention he was proceeding to Damascus, but while on his journey, the glory of the Lord shone round about him, and he heard the voice saying, "Saul! Saul! why persecutest thou me; it is hard," &c. This appearance led to his conversion; after which he ever after remained a faithful adherent to the Church of Christ. This sudden change from the profession of a Pharisee to the Christian religion drew upon him the severest vengeance of the Jews. On one occasion he was obliged to escape their vengeance by being let down without the walls of the city in a basket. He then travelled through various countries. At a place called Paphos he met with Barjesus, who was blind; Paul gave him his sight. At Antioch, being disgusted with the unbelief of the Jews, he turned to the Gentiles. At Lystra he healed a cripple, and at this place was stoned. Paul did not, like many others, live by his preaching, but both preached and worked at his employment. On one occasion he had a quarrel with Peter, who withdrew from the uncircumcised Jews while at meat, and caused great dissimulation, for which Paul severely reprov'd him. He next had to separate with Barnabas on account of Mark. At Troas he saw the Macedonian in a vision, saying, Come and help us. He also ordered a spirit to come out of a maid. For this he was

whipped, as her masters before obtained great gain by her divination ; and he was also imprisoned. Here he began to sing praises to God, during which the prison was shaken to the very foundation. This grieved the gaoler great consternation ; and by the advice of Paul he was converted. On another occasion he had a dispute with the Athenian philosophers concerning the unknown God. At Ephesus there was a tumult raised, at the instigation of Demetrius, because his gain by the Temple of Diana was in danger. It was at last stopped by the town-clerk. At Miletus we find him delivering his affectionate farewell to the elders. When about to proceed to Jerusalem, we have the prophecy of Agabus by Paul's girdle. At Jerusalem, had he not been rescued by Lysias, he would have been slain. He then made a speech ; after which he was ordered to be whipped—when Paul asserted his right as a Roman. During his speech before Ananias he was ordered to be smitten on the face. He afterwards delivered speeches before Felix and Agrippa ; after which, finding it impossible to obtain a just sentence, or even a sentence at all, he determined to appeal to Cæsar. While on his way to Rome he was shipwrecked ; but, by his righteousness, he and all the passengers were saved. Here, St. Luke informs us, he remained two years, having a soldier bound with him, but was allowed to preach the gospel in his house. He was ultimately beheaded by the [Emperor] Nero, who pretended that the Christians had set fire to a city.

Q. 10. "On what grounds do you believe in the resurrection of the body." As answered by No. 31.

Job, with prophetic fervour, said, "I know that my Redeemer liveth, and that he shall stand upon the earth ; and though after my skin worms destroy this body, yet *in my flesh* shall I see God."

Daniel also said, "Many that sleep in the graves shall rise, some to life eternal, and some to everlasting shame and punishment."

Isaiah also, "Thy dead men shall live, together with my *dead body* shall they rise." "He shall change this vile body into a glorious body like unto his own." "For the trumpet shall sound and the dead shall be raised *incorruptible*." And lastly, Christ rose from the dead with his own body, and became the *first fruits* of them that slept, and a pledge of the resurrection of our bodies at the great and terrible day of the Lord.

Q. 11. "Give the meaning of the word parable as it is used in the Scriptures." As answered by No. 1.

Parable, as used in the Scripture, signifies a figurative discourse, a comparison of the things of this world to spiritual things ; as, when our Lord compares the gospel to a grain of mustard seed. By this mode of teaching, the facts or precepts intended to be inculcated are more forcibly impressed upon the minds of the hearers. The plain and simple narrative employed in the Bible for parabolic descriptions could hardly fail of being well understood and remembered in vivid characters impressed upon the mind ; and this, especially in an oriental nation, where we know that the people are, to the present day, very desirous of listening to fables and stories of any kind for hours together. The earthly meaning, then, being well understood, the spiritual signification would at once occur to the mind, after having once heard it, or diligently thought of it. This mode of teaching also was well adapted by Christ to the Jews ; because they would most likely have stoned or otherwise persecuted Jesus, had he taught them plainly.

## SENIOR DIVISION.

*Specimens to Answers to Questions in Grammar and English History.*

March 28, 1843.

Q. 1. "Give some account of the dominion of the Romans in Britain, with the dates." As answered by No. 1.

The establishment of the Roman dominion in Britain was commenced by the celebrated Roman general Julius Cæsar, in the year 55 B. C., when he, after a fierce struggle with the natives, landed on the coast of Kent with a large army. The Britons then showed a pretended submission and gave hostages to Cæsar, who on the approach of winter, returned to Gaul (France) to take up his winter quarters there. In the following spring he again invaded Britain, but found a large body of the natives assembled near the Thames for his reception. These were headed by Cassibelanus, a native chief, and king of the Trinobantes, the inhabitants of what are now the counties of Essex and Middlesex. Cæsar, however, with some difficulty routed these undisciplined troops, and received, again, the submission of the native chieftains, one of whom he established as governor in his stead. Cæsar now departed from our island to receive the approbation of the Roman citizens, and the nominally conquered country enjoyed a peace of about 97 years. At the termination of this period, Britain was invaded by the emperor Claudius in person (A. D. 43), but his generals and troops met with a determined resistance from the natives, who were arranged under the celebrated British prince Caradoc or Caractacus, who maintained the contest for about nine years. He was at last betrayed into the hands of the Romans, who carried him and his family in triumph to Rome, where, however, his noble bearing procured for him the respect of the people, and the emperor Claudius, who consequently released him. Very little of the country, however, had as yet been conquered, perhaps (as many historians say) no farther north than the Thames; when in the reign of the Emperor Nero the Roman General Suetonius invaded Britain with a large army. His policy was to strike at the root of patriotism in Britain, viz. the Druidical religion, and the chief seat of the king at Mona (the isle of Anglesea). He attacked this island, and, with great trouble, conquered it, and burnt all the Druidical groves. He had no sooner completed this victory, however, than he heard that there was a great rising in the centre of the South, under the British princess Boadicea, who had been led to this conduct by the infamous treatment which she and her daughters had received from some of the Roman commanders.

After some bloodshed (80,000 lives) the Britons were completely subdued in this attempt by the disciplined Romans under Suetonius. Boadicea, lest she should fall into the hands of the Romans, poisoned herself, and most of the Britons submitted to Suetonius. But it was not till the reign of Valentinian in Rome that Britain became really a Roman province. The Roman general at this time was the celebrated Julius Agricola, who invaded Britain with such success that he penetrated as far north as Perthshire in Scotland, with his veteran troops. Here he gave battle to the Caledonians, who were arrayed under Galgacus, their chief, and after a severe contest they were totally defeated by Agricola, who soon after built a line of forts between the Firths of Forth and Clyde, to protect the conquered part of the island from the attacks of the

northern barbarians. Agricola was the first to sail round our island, and he gained a firm footing in the island by his sagacious policy of introducing the luxuries of Rome wherever he obtained a conquest, which of course made the natives more attached to the Roman Government than they would otherwise have been.

The Britons now gloried in being attached to the Roman dominions, instead of opposing Roman sway; and the civilization and religion of Rome (Christianity) gained a pretty sure footing in the island.

At length a time came when Rome could no longer defend her own proper country against the barbarous hordes of central Europe, who poured down upon Rome in such swarms as called forth all the energies of all the Roman troops, who consequently collected in Italy to defend their country. The Roman troops began to be withdrawn from Britain about the year 400, but it was not till about 440 A. D., that they totally quitted Britain, and took with them the flower of the British youth. This departure took place in the reign of Valentinian the Younger, when Stilicho was the Roman General.

Q. 2. "Name the kingdoms of the Saxon Heptarchy, showing the portions of England severally belonging to them." As answered by No. 7.

1. The kingdom of Kent:—Comprehending the modern counties of Kent, Middlesex and Essex.

2. Kingdom of the South Saxons:—Comprehending Sussex, Surrey, and the New Forest (Hampshire).

3. Wessex, or the kingdom of the West Saxons:—Hants, Dorset, Wilts, Berks, and the Isle of Wight.

4. East Anglia:—Norfolk, Suffolk, and Cambridgeshire.

5. Essex:—Formerly a part of Kent, comprehended the modern county of Essex, together with part of Hertfordshire.

6. Mercia:—Comprehending the whole of the midland counties, from the Thames on the South, to the confines of the kingdom of Northumberland on the North, and from Essex and East Anglia on the East, to the Severn on the West.

7. Northumberland.—Containing all the northern counties.

Q. 3. "Who was the first of the Plantagenets; give some account of his character and general policy." As answered by No. 9.

Henry the Second was the first of the Plantagenets. On the whole he was a good king, and England to this day enjoys the benefits of laws of which he laid the foundation. He began his reign by several very popular acts of Government. His second object was that of suppressing the overgrown power of the Popish clergy, whose influence in this reign seems to have been more than that of the King. For this purpose he made Thomas à Becket, archbishop of Canterbury, as he was a man in whom he thought he could put much confidence. But Becket soon espoused the cause of his new order, and became very odious to the King. He was tried, condemned, and banished from the country, but, as the nation were displeased at this, he was allowed to return, and a second time became more odious to the King. He was soon afterwards murdered while at the altar. The latter part of Henry's life was embittered by family dissensions. Though in many respects a weak prince, his reign was a beneficial one. He died in the 35th year of his reign.



- Q. 4. "To what reigns would you attribute the introduction of the feudal system. The making Courts of Justice stationary and open to all. Trial by Jury." As answered by No. 5.

The feudal system was introduced into Britain by William the Conqueror, but the making courts of justice stationary and open to all was extorted from John when he signed the Magna Charta, because they had, before this time, followed the person of the king, and justice was not faithfully administered, the advantage being gained by those who could pay the greater sum of money. Trial by jury was founded as early as the reign of Alfred, but it may be said to be revived with full force in the reign of John.

- Q. 5. "What was the constitution of the Wittenagemot. How early do we find appeals made to a representative Government for granting supplies." As answered by No. 4.

The Wittenagemot was an assembly of the wise men, or the thanes from each county, which sat to hear the distresses or grievances of the people.

The first representative government was in the reign of Henry the Third, about the year 1271.

- Q. 6. "Give some account of the rise and progress of the Reformation in England to the close of Henry VIII's. reign." As answered by No. 5.

The first monarch who attempted to repress the power of the Pope in England was Henry the Second; for this purpose he raised Thomas à Becket to the archbishopric of Canterbury, being a person in whom he placed the utmost confidence. Becket however espoused the Pope's cause more warmly than he did the King's, for which Henry succeeded in banishing him from the kingdom.

However, one person was not sufficient to cope with the Pope and his numerous followers; so that Henry was obliged to submit at the Pope's discretion.

The first person in England that was put to death on account of his religious opinions, was, I think, during the reign of Henry the Third.

However, the Popish party prevailed in England with little interruption, till the reign of Henry the Eighth.

He, however, during the former part of his life and reign, was a zealous adherent of the Catholic Church, and had, by writing a book against the doctrines of the Reformers, obtained from the Pope the title of "Defender of the Faith."

He soon after quarrelled with the Pope, and renounced all allegiance to him, because the Pope would not grant a divorce to separate him from Catherine of Arragon. He, however, did not reject the doctrines of the Church, but published a book requiring all to follow its dictates or to suffer death, and which on that account received the title of the "Bloody Statute." He, however, shortly changed his opinions, and composed a work entitled the "Institution of a Christian Man." He soon after changed his opinions, and published a book, entitled the "Erudition of a Christian Man," to which he also enjoined strict conformity; and all who were not ready to follow him in his charges he ordered to be put to death.

In his reign, too, all the monasteries were suppressed, the funds of which he appropriated to himself, or divided among his favourites.

Instrumental as Henry was in the reformation, every person must shudder at the causes and the means which he took to effect it.

It was not till the reign of Edward the Sixth, his successor, that the Protestant religion was established in the form we now have it.

Q. 7. "From what Latin roots are the words accent, carnage, curry, success, derived; give other instances of words to be traced to the same roots." As answered by No. 22.

*Carnage*, from *carnis*, flesh; whence also incarnate, carnivorous, carnival. *Success*, from *sub*, under, and *cedo* to yield, whence also Accede, recede, concede, proceed, cede.

Q. 8. "Parse the sentence\*." As answered by No. 23.

*As*, a conjunction. *Grammar*, noun, 3rd pers. sing., neut., nom. to teaches. *So*, an adverb, mod. is. *It*, 3rd pers. pron., sing., neut., nom. to is, here used instead of grammar to keep up the application of the noun to another part of the sentence. *Is*, an intrans. verb, 3rd pers. sing., agreeing with its nom. *It*, in numb. and pers. Verbs must agree with their subject or nom. in numb. and pers. *How*, an adv., mod. to do. Adverbs are used to modify verbs, adverbs, adjectives, and prepositions. *To do*, trans. verb, infin., gov. *It* in the obj. case, and gov. in the infin. by instruct. One verb governs another in the infin. *It*, 3rd pers. pron. &c., obj. case, gov. by to do. *By*, a prep., gov. in the obj. case, the phrase "adding beauty to that language." *Adding*, imperf. part., of the trans. verb to add, and gov. in the obj. beauty. *To*, a prep., gov. language. The object of a prep. when expressed by a noun or pron. is put in the obj. case. *That*, a num. adj., sing. numb., and making a particular application of the noun language. *That*, a rel. pron., sing. no., agreeing with its correl. language, in numb. and pers. Relative pronouns agree with their correlatives in numb. and pers., but not in case. *That*, here is nom. to was. *Before*, a prep., gov. time understood. *Was*, an intrans. verb, 3rd pers. sing., agreeing with its nom. that.

Q. 9. § 1. "Give some instances of nouns forming their plurals irregularly after the Saxon mode." As answered by No. 6.

Ox, oxen; Man, men; Woman, women; Child, children.

Q. 9. § 2. "After the Latin mode." As answered by No. 30.

Animalculum, animalcula; Phenomenon, phenomena; Antithesis, antitheses; Radius, radii; Erratum, errata; Memorandum, memoranda.

Q. 9. § 3. "Other anomalies." As answered by No. 21.

Mouse, mice; Goose, geese; Knife, knives; Loaf, loaves; Sheep, sheep; Deer, deer; Penny, pence; Box, boxes; Fox, foxes.

Q. 10. "Give instances of the several modes of the formation of adjectives from nouns, where the termination is a guide to the sense."

As answered by No. 8.

—ous, meaning full of:—Industry, industrious; Nerve, nervous; Magnanimity, magnanimous; Outrage, outrageous, &c.

—*ish*, means a little :—Black, blackish ; White, whitish, &c.

—*al*, belonging to :—Instrument, instrumental.

—*ble*, full of :—Value, valuable.

Q. 11. "Mention the chief English conjunctions." As answered by  
No. 23.

And, While, Though, Yet, If, Unless, Lest, Or, Nor, That, As,  
Since, Although, Therefore, Wherefore, For, But.

Q. 12. "Give instances of words spelt the same, but used in senses totally distinct, often with a change of pronunciation. Also of words pronounced alike but spelt differently, with their respective meanings." As answered by No. 22.

§ 1.—*Prevent*, to go before ; *Prevent*, to hinder. *Sow*, an animal ; *Sow*, to scatter seed. *Rent* torn ; *Rent*, money paid for occupying land, &c. *Ball*, a dance ; *Ball*, a spherical body. *Cricket*, a game ; *Cricket*, an insect. *Beetle*, a heavy mallet ; *Beetle*, an insect.

§. *Hair*, of the head ; *Hare*, an animal. *Air*, atmosphere ; *Heir*, next inheritor. *Die*, to expire ; *Dye*, to stain. *Trait*, distinguishing mark in character ; *Tray*, a dish. *Tail*, of an animal ; *Tale*, a story. *Vein*, an artery ; *Vane*, a weathercock ; *Vain*, proud, supercilious. *Seed*, germ of the future plant ; *Cede*, to yield. *Veil*, an article of dress ; *Vale*, a small valley. *Whale*, a fish ; *Wail*, to moan. *Mete*, to measure ; *Meat*, animal food ; *Meet*, fitting.

#### SENIOR DIVISION.

#### *Specimens of Answers to Questions set in Geography.*

March 29, 1843.

Q. 1. "Give some account of the present condition of Antioch (capital of Syria), Babylon, Bethlehem, Cana, Damascus, Ephesus, Jericho, Joppa, Nazareth, Smyrna, Tadmor, Tiberias, Tyre." As given by No. 7.

2. Babylon, on the river Euphrates, is now an extensive heap of ruins, which are all that remain of that once mighty capital.

3. Bethlehem, the birth-place of David and of Jesus Christ, was about eight miles south of the capital of Jerusalem. It is now represented by the small village of Beit-lâm, half the population of which are Christians. This village has a great number of convents, and has a very picturesque appearance.

4. The small town of Cana, the place of our Saviour's first miracle, was situated a little to the north of Mount Tabor, and is now represented by a small village of the same name.

5. Damascus, which was known to the patriarch Abraham, is now, after a lapse of nearly 4000 years, the most considerable town of Syria. It is beautifully situated on the river Burada, which flows into the Bahr-el-Merg, (lake of the meadow,) and is beautifully interspersed with fine gardens and plantations, which yield the olive and mulberry in abundance. Damascus, at the present day, has a population of 110,000, who are very much engaged in manufactures ; but the manufacture of sword-blades, for which this city was once celebrated, is now decayed.

Damascus is the general rendezvous for the Haj, or pilgrim caravan, from Constantinople to Mecca.

7. Jericho, which was situated in a plain to the north of the Dead Sea, and west of the Jordan, has completely gone to ruins, and nothing remains to show where it was situated.

8. Joppa, the port of Jerusalem, and situated on the sea-coast to the north-west of that city, is now represented by the small sea-port town of Jaffa.

9. Nazareth is now represented by a small village built out of the ruins of the ancient city, which are extensive.

10. Smyrna, which was one of the seven churches of Asia, is now occupied by the large and flourishing commercial town of Smyrna, which engrosses nearly the commerce of Asia Minor.

11. The ancient Tiberias was situated on the west shore of the sea of Galilee, or lake of Tiberias. The site of this town is now occupied by the small Arabic village of Tubariyeh, and the lake is also called Bahr-el-Tubariyeh.

12. Tyre, which was once the greatest commercial city in the world, and which sustained a siege of 13 years against Nebuchadnezzar, and of seven months against the efforts of Alexander the Great, is now dwindled to a small, insignificant fishing-town.

Q. 2. "Mention the chief mineral productions of Europe, with the localities where they are found." As given by No. 22.

*Gold* is found most abundantly in the Ural Mountains; also in the Hersynian Mountains.

*Silver*, most abundant in the interior of Europe, as in some of the provinces of Austria; some also in the Ural Mountains, a little in Norway and Sweden, some in the Hartz Mountains, and some little in England, in the mines of Derbyshire; a little in Ireland.

*Copper*, most abundant in the Ural Mountains, where it is found in great plenty; some also in Spain, and in the mines of Cornwall.

*Platinum*, in the Ural Mountains.

*Quicksilver*, most abundantly in some of the mountain chains of Spain, and in the province of Galitia in Austria.

*Diamonds* and *precious stones* are found in the Ural and in the Hersynian mountains.

*Iron* is found more abundantly in Great Britain than in any other part of Europe; some in Belgium, some in France, some little in the central plain of Russia, and a superior kind for the manufacture of steel is found in Norway and Sweden; (the *magnetic ironstone* is also found in Sweden).

*Tin*, most abundant in Cornwall.

*Lead*, in the mines of Derbyshire, some little in Norway and Sweden, some in Spain, and in the Ural Mountains.

*Plumbago*, or black-lead, in the Cumbrian Mountains, England.

*Coal*, the richest and most valuable of our productions, is found in greater plenty in Great Britain than in any other part of Europe; a little, though of an inferior kind, is also found in Ireland. Next to Great Britain, Belgium has the richest supply of this mineral; it is found in many places in France, though not nearly so abundant as with

us; in several places, though in small quantities, in the interior of Russia, and in the southern parts of Sweden a little is found.

*Salt*, plentiful in interior of Europe, in mines in salt-marshes, in the steppes about the Caspian Sea, in England, particularly in Cheshire.

Q. 3. "Mention the chief manufacturers of England, and the districts in which they prevail, with (if possible) some estimate of the numbers directly supported by them." As given by No. 30.

The principal manufacture of Great Britain is the cotton, carried on chiefly in the South of Lancashire, Manchester chief place, with the surrounding places, Stockport, Oldham, Rochdale, Bury, Preston, Wigan, Blackburn, &c.

The woollen manufacture is next in importance, chiefly in the West Riding of Yorkshire. Leeds is the principal place; the surrounding places, Bradford, Halifax, Wakefield, &c. The iron manufacture is most extensive in Warwickshire, in the town of Birmingham, and surrounding places, Dudley, Wolverhampton, &c. The town of Sheffield in Yorkshire is celebrated for its cutlery. The north of Staffordshire is noted for its potteries. In the south of Wales, iron is extensively worked at Merthyr Tydvil, in Glamorganshire, and other towns. Norwich, in the county of Norfolk, is noted for its manufacture of woollen stuffs. Nottingham carries on the manufacture of cotton stockings, and Kidderminster that of carpets.

Q. 4. "Give some account of the physical features and natural productions of Hindostan." As given by No. 7.

Hindostan is bounded on the north by the Himmālāya Mountains, on the south by the Indian Ocean, on the east by the Bay of Bengal and the Birman empire, and on the west by the sea of Omān, Afghanistan, and Beloochistan.

On the north of Hindostan is the stupendous chain of the Himmālāya Mountains, some summits of which reach a height of from 20,000 to 28,000 feet. Along the east side of the Deccan run the Eastern Ghats, on an average about 2000 or 3000 feet high. This chain is penetrated by numerous rivers.

Running along the west side of the Deccan are the Western Ghats, between 3000 and 4000 feet in height.

The whole of the south part of India, called the Deccan, is an elevated table land, 2000 or 3000 feet in elevation.

*Rivers of Hindostan.*—Issuing from the south side of the Himmaleh Mountains, and flowing in a south-east direction, is the river Ganges. This stream, after receiving numerous tributaries, and flowing through many celebrated towns, falls into the Bay of Bengal through several mouths, the principal of which is the Hoogly, on which Calcutta is situated.

The Ganges is considered as very sacred by the Hindoos, and they flock to wash in its waters, generally at the junction of some other stream with it. The whole length of the Ganges is 1800 miles, and its chief tributary is the Jumna.

Issuing from lake Palti in Thibet, and breaking through the Himmaleh Mountains, is the river Indus, or Sind; this stream, after receiving the five tributaries of the Punjab, falls into the Arabian sea, or

sea of Oman, after a course of 2000 miles. This river often overflows its banks for a distance of 60 miles on each side, and along its banks is a salt and sandy desert.

The other rivers of Hindoostan are, Nerbuddah, flowing into the Bay of Cambay, and the Godavery, flowing across the Deccan into the Bay of Bengal, having an easterly course.

The chief productions of Hindostan are maize, and the coffee plant; and along the Coromandel coast, cinnamon, nutmegs, pepper, and other spices.

Wheat, and all kinds of fruits, are grown in abundance all over Hindoostan, and on the southern declivities of the Himmaleh Mountains.

Q. 6. "Give some account of the English settlements in Africa." As given by No. 21.

The principal English settlement in Africa is the Cape Colony, in the south, which is a fine fertile country.

Cape Coast Castle, in the Gulf of Guinea; and *Sierra Leone*, which is a very unhealthy place.

Q. 7. "What do you know of the religion, progress in civilization, and natural productions of China." As given by No. 17.

The religion of the Chinese is that called the Buddhist. The Chinese are very averse to any change in their laws, manners, and customs; as things were a thousand years ago, so they think they ought still to remain. They have always been opposed to having their country explored by any travellers. This disposition has increased since they were conquered by the Tartars. Still, with all this prejudice, they are accounted the most civilized people in Asia. It is all very populous, which obliges them to cultivate every part like a garden.

They are chiefly employed in cultivating the mulberry for the purpose of rearing the silk-worm; also in the making of porcelain, and in preparing the tea. The great China wall is a monument of their persevering industry.

#### SENIOR DIVISION.

#### *Specimens of Answers to Questions set on the Globes, and in Hydrostatics and Chemistry.*

March 30, 1843.

Q. 1. "Show that the latitude of a place equals the elevation of the pole star above the horizon of that place." As given by No. 1.

Let E be the earth, and P the polar star. Then suppose Z' to be the zenith of an observer at Z, and O' R' to be a continuation of the equator O R. Then the latitude of the place will be O Z, or O Z', and the elevation of the polar star will be P B, and we have to prove . . . that P B = O' Z', because O' Z' will contain the same number of degrees that O Z does, P B being also in degrees.

B N is the horizon of the spectator and O' R' that of the pole.

$$\text{Then} \quad \frac{N O' Z' P B}{2} = \frac{O' Z' P B R'}{2},$$

or,

$$\begin{aligned} O' Z' P &= Z' P B, \\ O' Z' P - Z' P &= Z' P B - Z' P, \\ O' Z' &= P B \quad Q. E. D. \end{aligned}$$

Again, to a person at the equator, the north pole is in the horizon, but as he advances  $1^\circ$ ,  $2^\circ$ , or any number of degrees north, so the star rises  $1^\circ$ ,  $2^\circ$ , or the same number of degrees in his horizon, which also proves the fact.

Q. 2. "Give an account of some of the methods by which the longitude has been ascertained in a ship." As given by No. 34.

To find the longitude of a place at 12 o'clock you must find, by observation, when the sun is on the meridian of the place, and at that time it will be 12 o'clock, then having a time-piece regulated by London time, find the difference of time at the two places, and for every hour's difference take 15 degrees; it may also be found by knowing at what time the eclipses of Jupiter's satellites take place, and the time of the place in which they are situated; the eclipses of the satellites should be known at London time.

Q. 3. "What defines the zodiac and the tropical and polar circles in the globe respectively?" As given by No. 30.

The twelve signs define the zodiac, these are classes or groups of the sun is supposed to enter monthly, answering the twelve calendar months.

When the sun is in Aries,	♈, March 21.
" " " Taurus,	♉, April 19.
" " " Gemini,	♊, May 21.
" " " Cancer,	♋, June 21.
" " " Leo,	♌, July.
" " " Virgo,	♍, August.
" " " Libra,	♎, September 21.
" " " Scorpio,	♏, October.
" " " Sagittarius,	♐, November.
" " " Capricornus,	♑, December 21.
" " " Aquaries,	♒, January.
" " " Pisces,	♓, February.

Running along the equator on each side of the equator, gives the torrid zone  $47^\circ$ .

The whole space between the pole and equator, gives the temperate zone  $90^\circ - 47^\circ = 43^\circ$  the breadth of each temperate zone.

Then taking  $23\frac{1}{2}^\circ$  the polar circle and  $23\frac{1}{2}^\circ$  half of the torrid zone from  $90^\circ$  the whole space between the pole and equator, gives us the temperate zone  $90^\circ - 47^\circ = 43^\circ$  the breadth of each temperate zone.

Q. 4. "Give a list of the planets in the order of their distances from the centre of attraction, with (if possible) some approximate estimate of their relative sizes and distances." As given by No. 4.

Suppose the sun to be in the centre, then the relative distance of each planet from the sun are as follows:—Mercury, Venus, the Earth, Mars, Jupiter, Saturn, and Herschel or Georgium-Sidus. The sun is the largest of all the heavenly bodies, Jupiter next, Saturn next. The earth has one moon, Jupiter has four, Herschel six moons, and Saturn seven moons.

- Q. 5. "Mention the chief properties of fluids, distinguishing between such as are elastic and such as are commonly styled 'non-elastic.'" As given by No. 9.

The chief properties of fluids are,—they transmit pressure, not only in that direction in which it is applied to them, as is the case with solids, or within a certain angle, as sand and some other substances, but in every possible direction; for let A, B, C, D, be any sort of a vessel filled with a fluid, water for instance, then if a force, P, be applied in any part of the vessel, it will be instantaneously transmitted to every other part of the vessel. Fluids not only transmit pressure in every direction, but EQUALLY in every direction.\* Fluids admit of being compressed, such as air, &c., and those which, when the compressing force is withdrawn, resume their former bulk are said to be elastic, and those which do not so non-elastic. But nature presents us with no fluid *purely non-elastic*. Air is an elastic fluid, water slightly compressible.

Fluids also rise to the same level; thus, if I pour water into the tube A, B, it will rise to the same height in the tube D, C, this follows from the circumstance that fluids press equally in all directions.

- Q. 6. "Suppose a flood gate with a hinge at the top pressed against by 5 feet depth of water, the flood gate rises 5 feet out of the water; the breadth is 12 feet; find the force that must oppose the flood gate at the bottom of the water to keep it vertical." As given by No. 23.

$$\text{Area gate} = 5 \times 12 = 60$$

$$5 \times 12 \times 5 \times 62.5 = \text{pressure, supposing it in the bottom.}$$

$$\frac{5 \times 12 \times 62.5 \times 5}{2} = \text{pressure on the side of the upright}$$

gate; this pressure acts at  $\frac{1}{3}$  of the height of the water.

Let H be the hinge; from H to A is 10 feet. Let  $x$  = weight. Then  $x \times 10$ , or H, A, must be equal to the whole pressure multiplied by the distance H,  $e$ .

Then  $\frac{1}{3} = 1\frac{1}{3}$  = centre of pressure of the water  $\therefore 10 - 1\frac{1}{3} = 8\frac{2}{3} = H, e$ .

$$x \times 10 = \frac{5 \times 12 \times 62.5 \times 5}{2} \times 8\frac{2}{3},$$

$$x \times 10 = 78125,$$

$$x = \frac{78125}{10},$$

$$x = 7812\frac{1}{2} \text{ lbs.}$$

- Q. 7. "Find the depth to which an open rectangular vessel of oak plank,  $2\frac{1}{2}$  inches thick, will sink, the outside length 30 feet, width 10 feet, and height 8 feet; and how much lading will sink it, weight of cubic foot of oak 60.5 lb." As given by No. 3.

$$\begin{array}{ccc} \text{ft.} & \text{ft.} & \text{ft.} \\ 30 \times 10 \times \frac{2.5}{12} \times 2 = \text{content of two sides,} \end{array}$$

$$= 100 \text{ c. ft.}$$

$$\begin{array}{ccc} \text{ft.} & \text{in.} & \text{ft.} \\ 10 - 5 = 9.583 = \text{width of end.} \end{array}$$

$$\begin{array}{ccc} \text{ft.} & \text{ft.} & \text{ft.} \\ 9.583 \times 8 \times \frac{2.5}{12} \times 2 = \text{content of ends.} \end{array}$$

$$= 31.943 \text{ c. ft.}$$



$$\begin{array}{rcl} \text{ft.} & \text{in.} & \text{ft.} \\ 30 - 5 & = & 29 \cdot 583 \\ 10 - 5 & = & 9 \cdot 583 \end{array} \left. \vphantom{\begin{array}{rcl} \text{ft.} & \text{in.} & \text{ft.} \\ 30 - 5 & = & 29 \cdot 583 \\ 10 - 5 & = & 9 \cdot 583 \end{array}} \right\} = \text{dimensions of bottom.}$$

$$29 \cdot 583 \times 9 \cdot 583 \times \frac{2 \cdot 5}{12} = \text{content of bottom.}$$

$$= 59 \cdot 061218.$$

Then  $100 + 31 \cdot 943 + 59 \cdot 061218 = 191 \cdot 004218 =$  whole content in cubic feet.

$$\begin{array}{rcl} & \text{lbs.} & \\ 191 \cdot 0042 \times 60 \cdot 5 & = & \text{cwt. of barge.} \\ & = & 11555 \cdot 7542 \text{ lbs.} \end{array}$$

Let  $x =$  depth to which it will sink.

$$x \times 30 \times 10 = \text{content of water displaced.}$$

$$x \times 30 \times 10 \times 62 \cdot 5 = \text{cwt. ditto ditto.}$$

But the cwt. of the barge is equal to the cwt. of water displaced.

$$\therefore 18750 x = 11555 \cdot 7542 \text{ lbs.}$$

$$\therefore x = \frac{11555 \cdot 7542}{18750} = 0 \cdot 6163 \text{ ft.}$$

$=$  depth to which it would sink.

Let  $x =$  the load required to sink the barge.

$$\begin{array}{rcl} & \text{lbs.} & \\ \text{Then } 11555 \cdot 7542 \times x & = & 10 \times 30 \times 8 \times 62 \cdot 5 \end{array}$$

$$\therefore x = 150000 - 11555 \cdot 7542$$

$$= 138444 \cdot 2458 \text{ lbs.}$$

$$= 61 \cdot 8054 \text{ tons required to sink the barge.}$$

Q. 8. "Explain what is meant by the term 'metacentre.'" As given by No. 7.

Suppose a body floating in water to be represented by A B D C, fig. (1), and that  $g$  is the centre of gravity of the body, and  $g'$  the centre of the displaced water. Again, suppose this body to be thrown into the position represented in fig. (2); it is then evident that the centre of gravity of the body will be in the same position as regards the body itself; but the centre of gravity of the displaced water will now be removed further to the right, or into the position  $q$ , fig. (2). Now if through  $g$ , fig. (2), we draw the perpendicular  $S q$ , cutting the axis  $V N$  at  $r$ , then  $r$  is the metacentre of the floating body. (If  $r$  cuts the axis above the centre of gravity of the body itself, the body is said to be in stable equilibrium, and will return to its former position. If  $r$  cuts the axis below the centre of gravity of the floating body, it is in unstable equilibrium, and will overturn. But if  $r$  cuts the axis exactly at the centre of gravity of the body, it is in indifferent equilibrium, and will turn either way.)

Q. 9. "Give some examples of chemical action that come under our notice in every day life—Distinguish between cohesion and chemical affinity." As given by No. 22.

Lamps, or other lights, burning in a room, hydrogen unites with the oxygen of the atmosphere forming water, which may be collected by holding a bell glass over the flame; the water will be deposited in the shape of a dew.

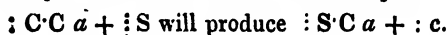
In sourish malt liquor we often put in a little carbonate of soda;

carbonic acid is given off. We change the shape of water from a liquid to a gaseous form when we heat our water for tea.

We observe the divisibility of matter when we sweeten our tea; when we walk in the flower garden we observe the same thing in the fragrance of the flowers. We spill a drop of water on a bright steel fender, the oxygen of the water unites with the metal forming a red rust or oxide.

Cohesion is that property of matter by which particles of the same nature and kind are held together, whether in a fluid or in a solid form. *Ex.* If two pieces of finely polished steel be pressed together firmly they will adhere, and it will require some force to separate them.

Chemical affinity is that property which we observe when we unite together two or more compounds of unlike nature, when the particles of each will separate and form another compound distinct in nature and property from either of the original ones. *Ex.* If to alcohol containing dissolved camphor we add a little water, the spirit will unite with the water and leave the camphor floating on the surface; here the alcohol has a greater affinity for the water than for the camphor. Again:



Q. 10. "What are the chief properties of the component parts of water?"  
As given by No. 1.

The component parts of *water* are oxygen and hydrogen. *Oxygen.* Gaseous, inodorous, transparent, colourless, unflammable, and a great supporter of combustion. It has strong oxidizing properties, and unites with the basis of all the metals to form their oxides. It is also the greatest supporter of animal and vegetable life, for in its absence neither can exist; but, being too powerful of itself, it is mixed with nitrogen gas to form common atmospheric air.

As an illustration of its great power to support and increase combustion, may be mentioned the argand lamps and the bude lights, through the centre of whose flames is carried up a cylindrical column of oxygen, and by which means the intensity of the flame is immensely increased, as well as the original design of obtaining larger and brighter lights being fulfilled. Any thin piece of wire, also, or some iron filings, will burn in oxygen, producing beautiful scintillations; and anything in a state of combustion, being introduced in oxygen gas, will burn with great rapidity, and with an exceedingly increased and brilliant flame.

Oxygen received its name from *oxus*, (Gr.) *sour*, and *geno*, (Gr.) *to beget*; because it was formerly supposed to be the basis of all *acids*.

The chemical equivalent of oxygen is 8.

*Hydrogen.* Gaseous, inodorous, colourless, transparent, inflammable, but not a supporter of combustion. It is the lightest body known, being fifteen times lighter than common air; and is, on this account, employed for inflating balloons. It burns with a pale yellow flame, and, uniting with carbon, its flame is increased in brilliancy, and thus it is fitted for supplying the common gas lights, or  $C^2 \cdot H^2$ .

It has a great tendency to unite with oxygen to form water, and hence it has received the name of *hydrogen*, which is derived from *hudor*, (Gr.) *water*, and *geno*, *to beget*.

It is generally taken as the standard of the chemical equivalents, and hence its chemical equivalent is 1.

Hydrogen forms an extensive range of compounds called hydrates, and forms the chief element of most inflammable bodies.

When water is thrown upon a fierce fire, it is decomposed, the hydrogen ignites and the oxygen increases the brilliancy of the flame.

Q. 12. "Explain the action of Davy's lamp." As given by No. 5.

Davy's lamp is just a common lamp surrounded by iron wire gauze; the effect of which is, that the gauze does not allow the flame to pass through, it having such a cooling influence upon the flame that it cannot pass beyond the gauze, though the smoke rises abundantly.

The superiority of this lamp above others is, that although the whole interior may be on fire, yet the fire-damp will not take fire until the gauze becomes red hot, which gives the miner time to escape.

The same. As given by No. 22.

Davy's lamp is merely a lamp surrounded by a metallic gauze framework, the meshes formed of very fine wire. It is found that flame will not penetrate through this gauze-work, the metal being so good a conductor of heat; if a piece of this gauze be held over a burning stream of hydrogen gas and brought gradually on to the summit of the burning gas the flame will not penetrate it, but a portion of the gas passing through it may be ignited and will burn above the gauze-work. If, then, a lighted lamp, securely surrounded by this gauze, be plunged in to an explosive gas no damage can ensue, because the flame cannot penetrate the gauze; if the gas reach the flame of the lamp it may ignite, but cannot escape hence to the gas around it.

#### SENIOR DIVISION.

#### *Specimens of Answers to Questions set in Mechanics.*

March 31, 1843.

Q. 1. "Show how the centre of gravity of any number of bodies in different places may be found." As answered by No. 9.

Suppose two bodies, A and B, not in the same (plane) T T, and their centre of gravity required; then, referring them to rectangular planes, we may, from the principles of the moments of force, find their positions as referred to the planes  $x$ ,  $y$ , &c.

$$A \times Aa + B \times Bb = (A + B) x$$

$$A \times Aa' + B \times Bb' = (A + B) x'$$

$$A \times Aa'' + B \times Bb'' = (A + B) x'';$$

from which  $x$ ,  $x'$ , and  $x''$  may be found.

$$x = \frac{A \times Aa + B \times Bb}{A + B},$$

$$x' = \frac{A \times Aa' + B \times Bb'}{A + B},$$

$$x'' = \frac{A \times Aa'' + B \times Bb''}{A + B}.$$

And in the same way the centre of gravity of any number is found.

Q. 2. "A B is a bar of iron 16 feet long, weighing 2 cwt., supported by a cord B C, (in length 22 feet,) and a weight of 3 cwt. suspended

at B, A C is 10 feet; find the tension of the cord." As answered by No. 22.

$$\begin{aligned} & \left\{ \begin{array}{l} 22^2 - (10+x)^2 = BB^2 \\ 16^2 - x^2 = BB^2 \end{array} \right\} \\ & 22^2 - (10+x)^2 = 16^2 - x^2 \\ & 484 - 100 - 20x - x^2 = 256 - x^2 \\ & 384 - 256 = 20x \\ & 20x = 128 \\ & x = \frac{128}{20} = 6.4 \end{aligned}$$

∴ the line AB = 6.4 feet—

$$\begin{aligned} & \left\{ \begin{array}{l} 10^2 - y^2 = A'A^2 \\ 16^2 - (22-y)^2 = A'A^2 \end{array} \right\} \\ & 10^2 - y^2 = 16^2 - (22-y)^2 \\ & 00 - y^2 = 256 - 484 + 44y - y^2 \\ & 584 - 256 = 44y \\ & 328 = 44y \\ & 7.45 = y \\ & \sqrt{CA^2 - y^2} = A'A \\ & \sqrt{10^2 - 7.45^2} = A'A \\ & \sqrt{100 - 55.5} = 6.6. \end{aligned}$$

Suppose T = tension of cord.

$$\begin{aligned} T \times AA' &= W \times AB' + \text{weight bar.} \times AG \\ T \times 6.6 &= 3 \times 6.4 + \frac{1}{2} \times 3.2 \\ 6.6T &= 19.2 + 1.6 \\ 6.6T &= 20.8 \\ T &= \frac{20.8}{6.6} = 3.15 \end{aligned}$$

Ans. Tension of cord 3.15 cwts.

Q. 3. "Find the weight that can be raised in 4 minutes from a depth of 90 fathoms with 3-horse power, the rope 5 inches in circumference, .046 lb. being the weight of 1 foot of rope 1 inch in circumference." As answered by No. 10.

Let  $x$  = weight that can be raised.

Then  $x \times 540$  = units due to weight.

$5^2 \times .046 \times 540$  = weight of rope.

$5^2 \times .046 \times 540 \times \frac{540}{2}$  = units in rope;

$$\therefore 5^2 \times .046 \times 540 \times \frac{540}{2} \times x \times 540 = 33000 \times 3 \times 4$$

$$x \ 167210 = 396000$$

$$x = \frac{396000}{167210}$$

$$x = 2.36 \text{ lbs.}$$

Q. 4. "Steam at the pressure of the atmosphere rushes through an aperture 1 inch in diameter at the velocity of 2000 feet per second. Find the horse power of a wheel that would apply the whole power of this jet of steam (volume of water in steam at the pressure of the

"atmosphere =  $\frac{1}{1711}$ th of the volume of steam.") As answered by No. 2.

$$\frac{1^2 \times .7854}{144} = \text{area of aperture.}$$

$$\frac{1^2 \times .7854}{144} \times 2000 = \text{quantity of steam discharged per second.}$$

$$\frac{1^2 \times .7854 \times 2000}{144} \times \frac{62.5}{1711} = \text{weight of water from which the steam is raised.}$$

$$10.908 \times \frac{62.5}{1711} = .398 \text{ lbs. discharged per 1"}$$

$$\text{the velocity} = 2000;$$

$$\text{but } V = t \times 32,$$

$$2000 = t \times 32; \therefore t = \frac{2000}{32} = 62.5;$$

$$\text{but space} = t^2 \times 16;$$

$$\therefore s = (62.5)^2 \times 16 = 62500 = \text{the space passed over before acquiring a velocity of 2000.}$$

$$\text{Then } 62500 \times .398 = \text{units of work done by the steam in 1" = 24875.}$$

$$24875 \times 60 = \text{units done in 1 minute;}$$

$$\frac{1492500}{33000} = 45.22 = \text{horse power.}$$

Q. 5. "The diameter of the cylinder of a steam engine is 80 inches, the piston makes 8 strokes of 10 feet per minute, the mean pressure on the piston 15 lb. per square inch. Find the horse power. Find also how many cubic feet of water it will raise per minute from a depth of 112 feet." As answered by No. 3.

$$80^2 \times .7854 = 5026.56 = \text{area of piston;}$$

$$80^2 \times .7854 \times 15 = 75398.4 = \text{press on piston;}$$

$$80^2 \times .7854 \times 15 \times 10 \times 8 = 6031872 = \text{units of work.}$$

$$\frac{6031872}{33000} = 182.7 = \text{horse power.}$$

Let  $x$  = number of cubic feet of water; then,

$$\frac{x \times 62.5 \times 112}{33000} = 182.7$$

$$7000 x = 182.7 \times 33000$$

$$x = \frac{6031872}{7000}; \therefore$$

$$\therefore x = 861.8 \text{ cubic feet.}$$

Q. 6. "20,000 cubic feet of earth are to be carried in waggons 2 miles on a level road, the friction  $\frac{1}{10}$ ; each cubic foot weighs 200 lbs; each waggon contains 3 cubic yards, and weighs  $\frac{1}{4}$ th of its net load. The traction of each horse is 160 lbs., and they travel when loaded at  $2\frac{1}{2}$  miles per hour, and when unloaded at 4 miles per hour, working 6 hours daily. How many horses must be put in each waggon. And how many waggons will do the work in 3 days." As answered by No. 7.

$$3 \text{ cubic yards} = 27 \times 3 \text{ feet} = 81 \text{ cubic feet.}$$

Weight of net load  $= 81 \times 200 = 16,200$  lbs.

Weight of waggon  $= \frac{16200}{4} = 4,050$ .

Gross load  $= 16200 + 4050 = 20,250$  lbs.

$\frac{20,250}{30} = 675 = \text{whole traction.}$

$\frac{675}{160} = 4.21875 = \text{number of horses required.}$

Number of waggons of earth to be taken,

$$= \frac{20,000 \times 200}{81 \times 200} = \frac{20,000}{81}$$

$\frac{2}{2\frac{1}{2}} = \frac{4}{5}$  hours in going with the loaded waggon.

$\frac{2}{4} = \frac{1}{2}$  hour in returning.

Whole time that one waggon would take to do all the work,

$$= \left( \frac{4}{5} + \frac{1}{2} \right) \times \frac{20,000}{81}$$

$$= \frac{13}{10} \times \frac{20,000}{81} = \frac{26,000}{81} \text{ hours.}$$

3 days  $= 3 \times 6 \text{ hours} = 18 \text{ hours.}$

18 hours :  $\frac{26,000 \text{ hours}}{81}$  : 1 waggon

1458 : 26,000 : : 1 waggon : 17.832 waggon.

Ans. 17.832 waggons.

Q. 7. "The main section of a stream is 5 feet by  $1\frac{1}{2}$ , and the mean velocity of the water 11 feet per minute. There is a fall of 13 feet on this stream; what is the horse power of a wheel erected on it that will yield .65 of the work done." As answered by No. 6.

$$\frac{5 \times 1\frac{1}{2} \times 11 \times 62.5 \times 13 \times .65}{33,000} \text{ lbs.} =$$

$$\text{horse power} = 1.32.$$

Q. 8. "The wheel in the last example is employed to raise a portion of the water of the stream to a vertical height of 150 feet above its higher level. How many cubic feet will it raise per minute (1). When it is taken from the upper level of the stream. (2). When taken from the lower level. Which arrangement involves the smallest expenditure of power." As answered by No. 7.

From the lower level. Whole height to which it is raised  $= 150 + 13 = 163$  feet.

Put  $x =$  quantity raised; then

$$43570.31 = x \times 62.5 \times 163;$$

$$\therefore x = \frac{43570.31}{62.5 \times 163} = 4.276 \text{ cubic feet.}$$

Put  $y =$  quantity raised from the higher level.

Then  $(5 \times 1\frac{1}{2} \times 11 - y) =$  quantity that falls on the wheel.

$$(5 \times 1\frac{1}{2} \times 11 - y) \times 62.5 \times 13 \times .65 = 7 \times 150 \times 62.5$$

$$43570 \cdot 31 - 528 \cdot 1257 = 1507 \times 62 \cdot 5$$

$$9375 y + 528 \cdot 125 y = 43570 \cdot 31$$

$$y = \frac{43570 \cdot 31}{9903 \cdot 125} = 4 \cdot 399 \text{ cubic feet.}$$

There is more water raised from the top than from the bottom, and there is not so much power expended when raised from the top.

#### JUNIOR DIVISION.

#### *Specimens of Answers to Questions set in Grammar and English History.*

March 24, 1843.

Q. 1. "Define the noun, pronoun, and verb." As answered by No. 38.

A noun is the name of anything perceived by the senses, or conceived in the mind; as light, property, nothing, &c.

A pronoun is a word in place of a noun, to keep up the application of the noun to other parts of a sentence; as, I saw *John*, and *he* gave me the book.

A verb is a word which bids or asserts, or expresses being, doing, or experiencing; as, *Go* to the door. *I am doing* all that I can. *I felt* great pain.

Q. 2. "Parse the sentence, 'Tell me how many parts of speech there are.'" As answered by No. 26.

*Tell*, act. verb, imp. mood, 2nd pers., sing. or plu., agreeing with its nom. *thou* or *you* understood. *Me*, pers. pron., 3rd pers., sing., obj., governed by the prep. *to* understood. *How*, adverb. *Many*, numerical adj. *Parts*, noun, 3rd pers., sing., nom. to *are*. *Of*, prep. governing *speech*. *Speech*, noun, neut., sing., obj., governed by *of*. *There*, adverb. *Are*, auxil. verb, ind. mood, pres. tense, 3rd pers., plur., agreeing with its nom. *parts*.

Q. 3. "Give instances of verbs forming their perfect tenses irregularly." As answered by No. 37.

Arise, arose; Am, was; Beget, begat; Behold, beheld; Come, came; Catch, caught; Do, did; Forget, forgot; Go, went; Have, had; Seek, sought; Take, took.

Q. 4. "From what Latin or Greek root does the latter part of excuse, parallel, seclude, come? Give some English words in which the same root occurs." As answered by No. 39.

The latter part of *excuse* comes from the Lat. *causa*, a cause; of *parallel*, from *allelon*, each other; of *seclude*, from *claudio*, to shut.

From *causa* also comes *cause*, reason; *because*, for this cause.

From *allelon* comes *parallelogram*, a figure whose opposite sides are parallel.

From *claudio* comes *seclusion*, the act of keeping one's self private; *exclusion*, the act of shutting out; *include*, to shut in; *exclude*, to shut out.

Q. 5. "Frame a sentence containing a pronoun, adverb, preposition, and conjunction." As answered by No. 42.

*Our knowledge is greatly improved by reading and meditation.*

- Q. 6.\* "Distinguish between transitive and intransitive verbs." As answered by No. 35.

A transitive verb is that which expresses an action passing from the actor to an object; as, He *killed* the king. An intransitive verb is that which expresses a state of being, or an action confined to the actor; as, He *sits*; he *sleeps*.

- Q. 7. "Give the dates of the Norman conquest—the accession of King John—the death of Henry V.—and the marriage of Henry VIII. with Anne Bullen." As answered by No. 32.

Norman conquest, 1066; Accession of John, about 1200; Death of Henry V., 1422; Marriage of Henry VIII., 1509.

- Q. 8. "How was Stephen connected with the Royal Family of England." As answered by No. 33.

Stephen was son of the *Count de Blois*; his father married the daughter of *William the Conqueror*. He was engaged in unceasing struggles with Matilda. At one time Matilda took Stephen prisoner, and had herself crowned; but not being able to quell the turbulent multitude, Stephen was released and crowned king, but soon died, and Henry II. succeeded him.

- Q. 9. "Distinguish between the kings of the Houses of York and Lancaster. With whom and how did the struggle terminate." As answered by No. 40.

Edward III. had several sons,—Edward the Black Prince, the Duke of York, and the Duke of Lancaster. Richard II., son of Edward the Black Prince, succeeded him; he banished Henry Bolingbroke, son of John of Gaunt, Duke of Lancaster. Bolingbroke, on his father's death, returned to assume his dignity and property (which latter had been confiscated or plundered by the king), and was induced to depose Richard, who was murdered in Berkeley Castle.

Henry IV. was the first of the House of Lancaster. Henry V., his son, succeeded. Henry VI., his son, succeeded; in whose reign the wars of the red and white roses desolated the country, and the Yorkists became triumphant. Edward IV., the first of the House of York, succeeded him.

Edward V., his infant son, succeeded him; he was murdered by Richard III., brother of Edward IV., and son of Richard Plantagenet, Duke of York. He usurped the throne. Then the final battle of Bosworth-field was fought; Richard was killed, and Henry Earl of Richmond (Henry VII.) succeeded. He married Elizabeth, daughter of Edward IV.; and thus were the houses of York and Lancaster united, and the civil wars ended.

- Q. 10, § 1. "In whose reigns did Thomas à Becket, Wycliffe and Cardinal Wolsey respectively die? Give some account of these." As answered by No. 39.

Thomas à Becket died in the reign of Henry II.

In the time of Henry II. the power of the Popish clergy was very great, and Henry wished to control it. In order to this, he appointed Thomas à Becket, the high chancellor, and a great friend of the king, to the dignity of Archbishop of Canterbury, thinking thereby to bring about his designs. He was mistaken, however; for, as soon as Becket had



obtained this important office, he made use of his power against the king, and became so obstinate, that Henry banished him from the kingdom. This drew Henry into a quarrel with the Pope, who threatened him with excommunication unless he recalled Becket. Henry then permitted him to return; but he was so ungovernable, that the king once expressed his surprise that none of his friends freed him from this turbulent priest. Upon this, some of his attendants hastened to Canterbury, and slew the Archbishop at the foot of the altar. He was afterwards canonized, and Henry did penance for the crime.

Q. 10, § 2. "Give some account of Wycliffe. In whose reign did he die." As answered by No. 31.

Wycliffe died in the reign of Richard II. He was a star which shone with considerable brightness in that dark age of superstition and unbelief. He translated the Bible into the vulgar tongue, and had a considerable body of followers, who were denominated Lollards. He may justly be styled the morning star of the Reformation.

Q. 10, § 3. "Give some account of Cardinal Wolsey. In whose reign did he die." As answered by No. 31.

Cardinal Wolsey is said to have been the son of a butcher of Ipswich. He was possessed of first-rate abilities, and all those qualities which suit a man of great ambition. Being introduced at court, he was early taken notice of by Henry VIII., who eventually raised him to the rank of Archbishop of York and chief minister of the country. In these offices he amassed an immense amount of riches; and the noblest and greatest of the land were not ashamed to appear in his train. He ministered to the passions and pleasures of the king in every respect. He was created Cardinal by the Pope, and even expected, through the influence of the King of Spain, to have been raised to the papacy; but in this he was disappointed. The fickle monarch, growing tired of his minister, ordered him to be arrested, and his goods, plate, &c. to be seized; and he himself to appear in London to answer the charges brought against him. He was taken ill and died on the road to London, declaring with his last breath, "If I had served my God as I have served my king, he would not have forsaken me in my old age."

Q. 11. "Give some account of the struggles between England and Scotland." As answered by No. 29.

The cause of the war between England and Scotland was the dispute about the right of succession, which was claimed by several parties. The principal was that of Bruce and Baliol. The dispute was referred to the English king, Edward I., and he accordingly decided in favour of Baliol, being a person whom he could keep under easily. Baliol was accordingly crowned king; but, refusing to comply with Edward, who summoned him to London, he came and made him prisoner. Edward had it all his own way till the rising of the Scots under Sir William Wallace, a patriotic nobleman of determined bravery and illustrious birth. He made great resistance, but was many times defeated, and at last betrayed to the English by one John Montford. Edward had Wallace beheaded and quartered as a traitor to a king he had never acknowledged. The next who rose for the protection of Scotland was Robert Bruce, grandson of Bruce the competitor of Baliol. Edward

therefore marched against him, but was taken ill and died at Carlisle. With his dying breath he commissioned his son, Edward II., to subdue the Scots. He (Edward II.) met Bruce, who had only 30,000 men to 100,000; then was fought the famous battle of Bannockburn, in which Edward was completely defeated, and escaped with his life, being hotly pursued by Douglas and Randolph. Here ended the war during the reign of Edward II. But in his son's (Edward III.), while he was in France, David Bruce invaded England, but was met and defeated at Neville's-cross by Philippa, Edward's queen. After this a long struggle continued; the most famous battle being that of Flodden-field. The two kingdoms were finally united by James I. of England and VI. of Scotland, in right of his mother, Mary Queen of Scots, who had been beheaded by Elizabeth; and with him commenced the line of the Stuarts in England.

#### JUNIOR DIVISION.

*Specimens of Answers to Questions set on the Globes; and in Mensuration.*

March 30, 1843.

Q. 1. "Give arguments showing that the earth is round." As answered by No. 31.

When an observer stations himself on the sea-shore to observe the vessels approaching the land, he sees first, the top mast, next the sails, and last of all the hull. If the earth were a plain, he would see the whole of the vessel *at once*, as soon as it came within the range of vision. Again: if the earth were a plain, the sun would circle round and round, instead of appearing to rise and set. And again: there is no body which will cast a circular shadow in all situations but a sphere; and it is observed, that the shadow which the earth projects on the moon is *always* circular.

The earth has also been circumnavigated; and lastly, when a traveller moves in a northern or southerly direction, he can see a great number of stars, in either case, that he could not see before. All these arguments, taken severally and conjointly, go to prove the rotundity of the earth.

Q. 2. "What is meant by the Ecliptic? the latitude of a place, its longitude? How are these latter determined." As answered by No. 40.

The ecliptic is a line upon the globe, which is intended to represent the annual path of the sun (*id est*, its apparent path) in the heavens: it crosses the equator obliquely, and extends  $23\frac{1}{2}^{\circ}$  to the tropic of Cancer; then, returning at the same angle across the equator, extends  $23\frac{1}{2}^{\circ}$  south of the tropic of Capricorn.

The latitude of a place is its distance north or south of the equator. The longitude of a place is its distance east or west of any given meridian. (British sailors reckon their longitude  $180^{\circ}$  east and west from the meridian of Greenwich). In the northern hemisphere, latitude is determined by taking the elevation of the Polar star; or, in either hemisphere, by taking the sun's meridian altitude, and subtracting it from  $90^{\circ}$ , adding the declination of the sun from the equator, if the sun and the observer are both in the northern hemisphere, but subtracting it when

the sun has a southern declination. The operation is the same in the southern hemisphere: take the meridian altitude, subtract that from  $90^\circ$ ; if the sun is at the equator, the altitude from  $90^\circ$  gives the south latitude: if the sun has a southern declination, add this declination to the subtrahend already found; or subtract it if the sun has a northern declination. The longitude of a place is determined by observing the moment when the sun is at its meridian to the observer, and comparing it with a chronometer set to the time at Greenwich. If the chronometer should be 1 o'clock, for instance, it would show that the sun had passed the meridian Greenwich one hour, and the longitude would be  $15^\circ$  west. If the chronometer was 11 o'clock, it would show that the sun would be yet an hour before it passed the meridian of Greenwich, and that therefore we are in east longitude  $15^\circ$ , reckoning a degree for every four minutes difference in time.

Q. 4. "Explain the phenomenon of an eclipse of the moon." As answered by No. 31.

The moon being an attendant satellite on the earth, revolves around it in a plane *nearly* parallel to the orbit of the earth. But she makes the circuit of her orbit in much less time than the earth; if this were not the case, there would be an eclipse, providing she moved in the plane of the same orbit every time she arrived at her greatest distance from the sun; but this is not the case,—an eclipse happens only when the moon arrives at her greatest distance from the sun, and when she is in the same right line as the earth. The earth being so much larger, consequently hides the light of the sun from the moon, and causes the phenomenon of an eclipse.

Q. 5. "Is there most twilight at the Equator or at the Poles? Give the reasons." As answered by No. 12.

There is less twilight at the equator than at other places, on account of the more perpendicular descent and ascent of the sun when she rises or sets.

Q. 6. "What causes the change of seasons." As answered by No. 35.

The change of seasons is caused by the earth's axis being continually preserved at the same angle to the plane of its orbit, and thus presenting, in its revolution round the sun, different parts of its surface to that luminary. By reference to the figure, it will be evident that when the earth is at A, the north part will be illuminated by the sun's rays, while the south is deprived of them. When the earth is at C, just the reverse will be the case.

Q. 7. "How many cubic yards in a cutting, where the heights at every 2 chains are 0, 3, 5, 7.5, 8, 9.5, 8, 6, 4, 0., the width of the line 33 feet and the slopes 2 to 1." As answered by No. 16.

*Professor Moseley's Formula.*

1st Process.

$$\frac{6 \times 33}{2} \{3 + 5 + 7.5 + 8 + 9.5 + 8 + 6 + 4\} = 5049$$

2d Process.

$$4\{3^2 + 5^2 + 7.5^2 + 8^2 + 9.5^2 + 8^2 + 6^2 + 4^2\} = 1442.$$

3d Process.

$$2\{3 \times 5 + 5 \times 7 \cdot 5 + 7 \cdot 5 \times 8 + 8 \times 9 \cdot 5 + 9 \cdot 5 \times 8 + 8 \times 6 + 6 \times 4\} = 673.$$

4th Process.

$$\text{Solid content} = 2 \text{ chains } \frac{132 \times 2}{6} \{5049 \times 1442 \times 673\} = 31526.$$

$$\text{Solidity of railway cutting in cubic feet} = \frac{315216}{27} = 11674 \frac{2}{3} \text{ yards.}$$

Q. 8. "Find the area of a room 75 feet 9 inches, by 17 feet 7 inches."

As answered by No. 36.

$$\begin{array}{r} 75 \quad 9 \\ 17 \quad 7 \end{array}$$

$$\begin{array}{r} 1287 \quad 9 \\ 44 \quad 2 \quad 3 \\ \hline \end{array}$$

$$\text{Ans. } 1331 \quad 11 \quad 3$$

Q. 9. "How many square feet in a triangle whose sides are 13, 14, and 15 feet?" As answered by No. 13.

$$\begin{array}{r} 13 \\ 14 \\ 15 \\ \hline 2)42 \quad 21 \quad 21 \quad 21 \\ \quad 13 \quad 14 \quad 15 \end{array}$$

$$21 \times 8 \times 7 \times 6 = \sqrt{7056} = 84 \text{ square feet } \text{Ans.}$$

Q. 10. "Find the hypotenuse of a right angled triangle, the sides being 10 and 14 feet." As answered by No. 26.

$$10^2 + 14^2 = \sqrt{2 \cdot 96} (17 \cdot 204650534)$$

$$\begin{array}{r} 1 \\ \hline 27) \quad 196 \\ \quad 189 \\ \hline 342) \quad 700 \\ \quad 684 \\ \hline 34404) \quad 160000 \\ \quad 137616 \\ \hline \end{array}$$

$$22384$$

$$\text{Ans. } 17 \cdot 204650534 \text{ feet.}$$

Q. 11. "Find the area of a trapezium, the diagonal being 108 feet 6 inches; and the perpendiculars on it 56 feet 3 inches and 60 feet 9 inches respectively." As answered by No. 20.

$$108 \cdot 6 \times 56 \cdot 3 + 108 \cdot 6 \times 60 \cdot 9 = 3295 \quad 8 \quad 3 + 3051 \quad 6 \quad 9 = 6347 \quad 3.$$

$$\text{Ans. } 6347 \quad 3.$$

- Q. 12. "Taking the circumference of the earth at 25,000 miles<sup>2</sup>, what is its diameter?" As answered by No. 32. \*

$$\begin{array}{r} 3 \cdot 1416 ) 25000 \\ 31416 \end{array} ) 250000000 \cdot 000 ( 7957 \cdot 7$$

$$\begin{array}{r} 219912 \\ \hline 300880 \\ 282744 \end{array}$$

$$\begin{array}{r} \times 181360 \\ 157080 \end{array}$$

$$\begin{array}{r} 242800 \\ 219912 \end{array}$$

$$\begin{array}{r} 228980 \\ 219912 \end{array}$$

$$8968$$

7957·7 miles. *Ans.*

- Q. 13. "Find the cost of roofing a house at 11s. per square, the length within the walls being 50 feet 9 inches and the breadth 30 feet; height of roof one-third the width." As answered by No. 32.

$$\begin{array}{l} \text{Feet.} \\ 18 \cdot 02 \times 50 \cdot 75 = \text{Area ABCD} = 914 \cdot 515 \\ 914 \cdot 515 \times 2 = \text{Area A B C D C' D'} = 1829 \cdot 03 \\ \hline 1829 \cdot 03 \\ 100 \end{array} = \text{Number of Squares} = 18 \cdot 2903$$

$$18 \cdot 2903 \times 11 = \text{£}10. 1s. 2\frac{1}{2}d. \cdot 2784.$$

*Ans.* £10. 1s. 2½d. ·2784.

- Q. 14. "Find the content of a cone, the circumference of base 9 feet, height 10½ feet." As answered by No. 37.

	Diameter.	Feet.
3 · 1416 ) 9	( 2 · 864	2 · 864
62832		2 864
<hr/>		<hr/>
271680		11456
251328		17184
<hr/>		<hr/>
·203520		22912
188496		5728
<hr/>		<hr/>
·150240		8 · 202496
125664		·7854
<hr/>		<hr/>
·24576		32809984
<hr/>		41012480
		65619968
		57417472
		<hr/>
		6 · 4422403584
		10.5
		<hr/>

322112017920  
64422403584

3)67'64352376320

22'5478412544

*Ans.* 22·5. cubic feet.

#### JUNIOR DIVISION.

#### *Specimens of Answers to Questions set in Mechanics.*

March 31, 1843.

- Q. 1. "Classify under the different sorts of levers the action of crow-bars, doors on their hinges, extraction of a nail by a cleft hammer handspikes, muscles of the limbs of animals, nutcrackers, oars, pincers, poker, rearing a ladder, scissors, snuffers, steel yard, tongs, tweezers." As answered by No. 35.

#### *First kind of Levers.*

Extraction of a nail by a cleft hammer, pincers, pokers, scissors, snuffers, steelyard.

#### *Second kind of Levers.*

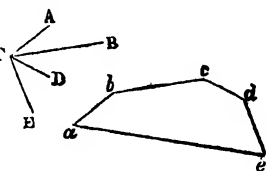
Crowbars, doors, handspike, nutcrackers, oars.

#### *Third kind of Levers.*

Muscles of the limbs of animals, raising a ladder, tongs, tweezers.

- Q. 2. "Given the direction and proportion of any number of forces, acting on a body, to each other; show how the direction and proportion of the resultant may be found." As answered by No. 42.

Suppose AC, BC, DC, and EC to represent the direction and magnitude of the given forces; then if we draw the polygon *a, b, c, d, e*, making *ab* equal and parallel to CA, *bc* equal and parallel to CB, *cd* equal and parallel to CD, and *de* equal and parallel to CE, then will *ea* represent the direction and magnitude of the resultant, therefore from C we draw the resultant CF equal and parallel to *ea*.



- Q. 3. "Explain how wheels of large diameter lighten the labour of horses in drawing." As answered by No. 42.

The resistance horses, in drawing, have to overcome is the friction on the axis of the wheel; the wheel serves as a lever, the fulcrum of which is the point of the wheel that is in contact with the ground; the power is applied at the centre of the wheel, and the resistance at the circumference of the axis, therefore, in the same proportion that the diameter of the wheel increases to the diameter of the axis, will the power required to overcome the resistance decrease to the resistance.

- Q. 4. "Find the proportion of the power to the weight in the annexed system of pulleys." As answered by No. 20.

Suppose W to be a weight of 27 lbs., then this weight is supported by

three cords, each of them supporting  $\frac{1}{3}$  of the weight; as it is one continuous cord it will have the same tension throughout, therefore 9 lbs. will be supported by N; now this in like manner is supported by three cords, consequently each cord will support  $\frac{1}{3}$  of 9 lbs., or 3 lbs.; therefore O will have to support 3 lbs.; O is supported by 3 cords, as before, each will sustain  $\frac{1}{3}$  of 3 lbs. or 1 lb.; this being one continuous cord will have the same tension or stretch, so that 1 lb. at P will support 27 lbs at W.

- Q. 5. "How many cubic feet of water will an engine of 20-horse power pump in 20 hours from the bottom of a shaft of 200 fathoms." As answered by No. 26.

fath. lbs. ft.

$$200 \times 62 \cdot 5 \times 6 = 7500 \text{ units to raise 1 cubic foot.}$$

H. P. hrs. m.

$$33000 \times 20 \times 20 \times 60 = 792000000 \text{ what the engine does.}$$

$$\frac{792000000}{75000} = 10560 \text{ cubic feet water pumped in the course of 20 hours. Ans.}$$

- Q. 6. "Find the units of work done by a horse in drawing a ton on a level road two miles in length, the friction  $\frac{1}{30}$ th of the load." As answered by No. 32.

$$\text{Friction} = \frac{1 \times 20 \times 112}{30} = \frac{224}{3} = 74\frac{2}{3}$$

$$\text{Units} = 74\frac{2}{3} \times 2 \times 1760 \times 3 = 788480. \text{ Ans.}$$

- Q. 7. "Find the units of work in raising a brick wall 50 feet long, 2 feet broad, and 20 feet high, the weight being 150 lbs. per cubic foot." As answered by No. 28.

Weight of wall in lbs. =  $50 \times 2 \times 20 \times 150 = 300000$  lbs., then if the wall be of equal thickness in every part we may conceive it all to have been raised to its centre of gravity or middle point which is  $\frac{20}{2} = 10$  ft. from the bottom, therefore  $300000 \times 10 = 3000000 =$  units of work in raising the wall.

- Q. 8. "A train of 30 tons comes down an incline of 1 in 480 at 16 miles per hour. Find the horse power of the engine. Friction 8 lb to the ton." By No. 39.

$$\text{Units of work due to friction} = 30 \times 8 \times 16 \times 5280 = 20275200.$$

$$\text{Units of work due to gravity} = 30 \times 2240 \times \frac{1}{480} \times 5280 = 11827200.$$

$$\therefore \text{H.P.} = \frac{20275200 - 11827200}{33000 \times 60} = 4 \cdot 26 \text{ Ans.}$$

- Q. 9. "A person at the top of a tower drops a stone which falls to the ground in  $2\frac{1}{2}$  seconds. Find the height of the tower." As answered by No. 12.

$$s = t^2 \times 16$$

$$s = 2\frac{1}{2}^2 \times 16$$

$$s = 5\frac{1}{4} \times 16 = 81 \text{ ft. Ans.}$$

- Q. 10. "The mean section of a stream is 5 feet by  $1\frac{1}{2}$  feet, the mean velocity 11 feet per minute. A wheel being erected on a fall of 13

feet; find the horse power of the wheel, supposing it to yield '65 of the work of the water." As answered by No. 29.

$$5 \times 1\frac{1}{2} \times 11 \times 13 \times 62; 5 \times .65 = 43610.9395 \text{ units done.}$$

$$\text{Number of H.P.} = \frac{43610.9395}{33000} = 1.3215 \text{ Ans.}$$

Q. 11. "A locomotive engine ascends an incline of 1 in 300 at the rate of 16 miles per hour with a gross load of 60 tons. Find the horse power of the engine. Friction 8 lbs. to the ton." As answered by No. 41.

$$\text{Resistance of friction} = 60 \times 8 = 480 \text{ lbs.}$$

$$\text{Distance in 1 hour} = 16 \times 5280 = 84480 \text{ ft.}$$

$$\text{Units due to friction} = 480 \times 84480 = 40550400.$$

$$\text{Resistance of weight} = 60 \times 20 \times 112 = 134400 \text{ lbs.}$$

$$\text{Perpendicular height} = \frac{16}{300} \times 5280 = 281.6.$$

$$\text{Units due to gravity} = 134400 + 281.6 = 37847040.$$

$$\text{Total units of work per hour} = 40550400 + 37847040 = 78397440.$$

$$\text{H.P.} = \frac{78397440}{60 \times 33000} = 39.5946 \text{ Ans.}$$

Q. 12. "20,000 cubic feet of earth weighing 100lb. per cubic foot are to be excavated and conveyed in barrows a horizontal distance of 360 feet. The shovellers throw out 350 cubic feet per day, and three pickmen are required to two shovellers. How many shovellers, pickmen, and barrowmen will be required to complete the excavation in three days."

"Also find the cost of wages of pickmen (15s. per week and those of the shoveller and barrowmen 13s.). Relays of barrows at 120 feet distance, and the barrow holding a cubic foot." As answered by No. 37.

$$\text{Number of shovellers for 3 days} = \frac{20000}{350 \times 3} = 19.047.$$

$$\text{Number of relays} = \frac{360}{120} = 3.$$

$$\text{Number of barrowmen for 3 days} = 19.047 \times 3 = 57.141.$$

$$\text{Number of pickmen for 3 days} = \frac{19.047 \times 3}{2} = 28.57.$$

$$\text{Cost of shovellers and barrowmen} = \frac{19 \times 57 \times 13}{2 \times 20} = \text{£}24 \text{ } 14 \text{ } 0$$

$$\text{Cost of Pickmen} = \frac{28 \times 15}{2 \times 20} = 10 \text{ } 10 \text{ } 0$$

$$\text{£}35 \text{ } 4 \text{ } 0$$

Ans. The number of shovellers 19.047.

barrowmen 57.141.

pickmen 28.57.

And the cost of excavation £35 4 0



## JUNIOR DIVISION.

*Specimens of Answers to Questions set in Geography.*

March 29, 1843.

Answer to Q. 1. "Describe the chief physical features of Palestine."

As given by No. 40.

The surface of Palestine is undulating, and of a generally hilly character; in the north mountainous; in the middle, fertile hills wooded to their summits; in the south rugged, black, naked, and rocky hills.

In the north of the country are two ranges of Mountains—Libanus and Anti-libanus, parallel to each other, and nearly so to the coast of the Mediterranean. That nearest the sea is Lebanon, which decreases in height, and terminates its southward extension at the coast, near Tyre; the other range, Anti-lebanon, extends southward as far as Mount Hermon (the highest mountain in Palestine, being 11,000 feet high—nearly the line of perpetual snow in that latitude); then the range divides into two on either side of the Jordan, and extends throughout the whole country, more or less broken and divaricated in the south; they again assume a regular form in two parallel chains to the south of the Dead Sea, extending south-westerly to the eastern arm of the Red Sea. (This chain is called Scir, the highest summit of which is Mount Hor, upon which Aaron died.) A farther extension of these mountains, between the Elanitic and Hecropolitic Gulfs of the Red Sea, forms the peninsula of Sinai, the principal summits of which are Horeb and Sinai, from the top of which the appearance of the surrounding scenery is of the wildest description. Mount Carmel, the scene of Elijah's sacrifice, forms the only promontory of any consequence on the coast, and is the termination of a chain of hills which run in a north-westerly direction; Mount Tabor, an isolated conical hill in the north of the great plain of Esdrælon, the supposed scene of our Saviour's Transfiguration; south of this, Little Hermon; south of this the Mountains of Gilboa; still farther south, the Mounts Ebal and Gerizim, with the valley of Gerizim between them; near the Jordan, on the north of the Dead Sea, the Mountains of Quarantania, the supposed scene of the (forty days) Temptation; and beyond the Jordan, the Mountains of Gilead, which are hills spreading over the greater part,—Mount Gilead, one of the principal, being now called Jelaad.

A plain extends all along the coast between the hills and the sea, wide near the Bay of Acre, and where it forms the Plain of Sharon. Another plain extends all along the course of the Jordan, between the two opposite ranges of hills; this is widest near Jericho, and is called the Plain of Jericho at this part. A continuation of this plain extends all the way between the parallel ranges to the head of the Elanitic Gulf of the Red Sea.

Of other plains, that of Esdrælon or Jezreel is the largest and is the most beautiful in the whole of Palestine, extending from Mount Carmel on the west, Mount Tabor on the north, and the mountains of Gilboa on the south, to the hills which divide it from the Sea of Galilee; then to the east of the Jordan is the large plain of the Hauran, covered in the present day with the remains of ruined villages, roads, aqueducts, theatres, &c., attesting its former grandeur and population, but without

a single inhabitant, save the wandering Arab who may pitch his tent there.

*Lakes and Rivers.*—The principal river is the Jordan, which rises near Banias (the ancient Cæsarea Philippi), and flows through the Waters of Merom (a small lake four miles long), and through the Lake of Tiberias (or Sea of Galilee, Sea of Chinnereth, Lake of Gennesaret—a beautiful lake about fifteen miles long and seven broad, and of beautiful fresh water filled with plenty of fish), along what is called the Valley of the Jordan, into the Salt or Dead Sea (Lake Asphaltites, Sea of Sodom, Sea of the Plain). The waters of the Jordan are very sweet and beautiful: the waters of the Dead Sea are very salt and buoyant,—their specific gravity, as compared with rain-water, 1·211, and containing a quarter of their weight in salt.

The other rivers are of smaller importance. The only perennial streams which flow into the Mediterranean are the Leontes or Waters of Merom, and “that ancient river” the river Kishon; the Kanah and Besor are brooks or winter torrents, dry in summer, but in winter impetuous. Flowing into the Jordan on the west side are none but brooks, as the brook Cherith, &c.; but on the eastern side, besides brooks, are three perennial streams—the Hieromax, south of the Sea of Galilee; the Jabbok, in the middle of its course; and the Arnon, near the Dead Sea.

From the indolence of the inhabitants, the country is not so fertile as formerly, but there are remains of terrace-gardening which show the former industry of the inhabitants: it is even now a land of corn, and wine, and oil. The hills serve for pasturage, and the valleys are filled with the different vegetable productions, especially in the northern and more fertile districts.

It is bounded on the north by the Mountains of Lebanon and Anti-Lebanon, which divide it from Syria; and on the east and south by deserts (not entirely barren); on the west by the Mediterranean or Great Sea.

Answer to Q. 3. “Classify the rivers of Europe according to their lengths, and the seas into which they fall.” As given by No. 20.

The Volga falls into the Caspian Sea.

The Danube into the Black Sea.

The Don into the Sea of Azoph.

The Dnieper and Dniester into the Black Sea.

The Rhine into the German Ocean.

The Vistula, which falls into the Baltic.

The Oder, ditto.

The Weser and Elbe into the German Ocean.

The Tagus into the Atlantic.

Besides these, which are nearly in the order of their length, are

The Seine, which falls into the English Channel.

The Loire and Garonne into the Bay of Biscay.

The Rhone into the Gulf of Lyons.

And the Minho, Douro, Guadiana, and Guadalquiver into the Atlantic; the Ebro into the Mediterranean.

The Po into the Adriatic.

The Tiber into the Mediterranean.

The Northern Dwina into the White Sea.

The Southern Dwina into the Gulf of Riga.

The Neva into the Gulf of Finland.

The Dahl and Goeta into the Baltic.

The Memel into the Baltic.

The Meuse and Moselle, tributaries of the Rhine.

The Scheldt into the German Ocean.

The Thames and Humber into the German Ocean. The Severn into the Bristol Channel. The Mersey into the Irish Sea; and the Shannon into the Atlantic. The Clyde into the Atlantic; and the Forth into the North Sea.

Answer to Q. 4. "Describe the natural productions and physical features of Spain and Portugal." As given by No. 12.

Spain and Portugal are bounded on the north by the Pyrenees, on the south by the Mediterranean Sea, on the east by the Mediterranean Sea, and on the west by the Atlantic Ocean. Spain in its central part is a table-land. Spain is traversed by mountains, which run from east to west. On the north are the Pyrenees, in the interior are the Castilian and Sierra Morena Mountains, and most south are the Sierra Nevada Mountains. The Sierra Morena are particularly rich in minerals, especially quicksilver and lead. Spain and Portugal are not abundant in lakes, but have numerous rivers. The principal rivers of Spain are the Minho, Tagus, Guadiana, Guadalquivir, and Ebro. Spain and Portugal are particularly fertile, yet this is not taken advantage of by the natives, who, for the most part, are indolent, and lamentably ignorant. In the north part of Spain fruits of a hardier kind, such as our own, are chiefly grown; in the middling parts pasturage is the most general pursuit, where a great number of sheep are kept, and great quantities of wool are exported; but in the south part of Spain, and nearly the whole of Portugal, the vine cultivation only is generally pursued. The south part is particularly adapted for this. The climate of the south part is very warm; but in the midland elevated parts the climate is much colder.

Answer to Q. 6. "What is known of the interior of Africa? Is any commerce carried on with it?" As given by No. 24.

A great part of the interior of Africa is totally unknown, and those parts which are known are chiefly deserts. The Sahara, or Great Desert, is a large tract of land, nearly the whole of which is desert. In the interior of this desert there are oases, or fertile spots, which have a beautiful appearance when contrasted with the wide desert. Here the traveller can sit and refresh himself with water after travelling over the parched desert. The central part of Africa, about Lake Chad, is very fertile; but the interior of South Africa is entirely unknown.

There is commerce carried on in Africa by means of caravans, which cross the desert, and fetch from the interior gold, &c., and take with them manufactured goods and provisions from the exterior. The beast made use of is the camel, as no other kind will do, owing to the nature of the country.

Answer to Q. 7. "Give a sketch of the chief facts connected with the physical geography of the world." As given by No. 31.

The first thing which we are led to notice on a map of the world is

the great extent of water compared with the land. The whole mass of water covers nearly three-fourths of the surface of the globe, the land occupying the remainder. The two great bodies of water, the Pacific and the Atlantic, stretch from north to south, and contain about three and a half per cent. of salt; the Mediterranean Sea contains about five per cent. of salt, in consequence of the great evaporation which takes place there, and the very narrow inlet by which the water is admitted from the Atlantic. The Indian Ocean is an immense basin of water dividing Africa from Australia. The land consists of two immense continents; and it is remarkable, that the land in the Old World stretches principally from east to west, while the land in the New World runs from north to south. The mountain chains are likewise remarkable, as generally running in the same direction as the land, or from east to west in the Old World, and from north to south in the New World. The principal mountain chains in the Old World are the Aldan, the Altai, the Himalah, the Hindoo Koosh, and Mount Taurus—all in Asia; in Europe, the Balkan Mountains (with their branch, the Hellenic Mountains), the Carpathian, the Hercynian, the Alps, the Appennines, the Cevennes and Vosges, and the Pyrenees; in Africa, the Atlas Mountains, the Mountains of the Moon, and the Nieuweld Mountains; in North America, the Rocky Mountains, the Appalachian Mountains, and the Maritime chains; the Andes and the Mountains of Brazil in South America:—these are all the great mountain systems of the world, and upon these mountains depend the direction of the rivers, and in many cases the habits and pursuits of the inhabitants. Upon the heights and directions of the mountains depend the size and rapidity, and also the direction of the rivers. Only about one-twenty-fifth part of the land is subjected to cultivation. The vast deserts of Africa, the barren steppes of Asia, and the Prairies, Pampas, and Llanos of America, are never disturbed by the ploughshare. Many portions of the earth are covered with immense forests, where the wild beasts roam undisputed masters.

*Specimens of Questions set by Mr. Tate in his Class.*

Required the pressure upon the uprights C D, and B F produced by the beam A B, when A B = 30 feet, A C = 10 feet, and the weight of A B = 9 cwts., supposing the beam to be of uniform dimensions, and the prop, B F, to be placed at the extremity.

A rectangular block, C D, is supported from falling by the chord A C, required the tension of this chord, when C D =  $a$ ,  $\angle A C D$ , =  $\alpha$ ;  $\angle C D H$  =  $\rho$  and the weight of the block = W.

Find the centre of gravity of the three bodies  $a$ ,  $b$ , and  $c$ , whose weights are 4, 6, and 10 lbs. respectively and their distances from the axes O X, and O Y, as marked in the figure.

Find the relation between W and P in the annexed system of pulleys, on the principle of *tension*, as well as on the principle of *virtual velocities*.

Give an example of any other system, and calculate the relation of P and W, when the weights of the pulleys are taken into account.

Give an example of the advantage of pressure gained in—

The compound wheel and axle,  
The endless screw,

The crane,  
Hunter's screw, &c. &c.

Describe the water-governor.

Compare the momenta of two bodies, whose weights are 6 and 10 stone respectively, moving with velocities of 8 and 14 per second.

Find the units of work in raising 240 lbs. four feet high. (The power to raise 1 pound 1 foot high, being the unit of work.)

Find the units of work in raising the material of a wall 20 feet high, 2 feet thick, 100 feet long, the specific gravity being five times that of water (a cubic foot of water weighing 65.5 lbs).

How far will a body descend in 10 seconds?

Find the velocity acquired by a falling body in 3 seconds?

How long will a body be in acquiring velocity of 64 feet?

Suppose the distance between A and B = 10 feet, let B be projected with a velocity of 10 feet per second, and let A be projected afterwards, with a velocity of 200 feet per second, when will A overtake B?

Write down the ratio between the power and the weight of the three forms of the lever.

Find the equation of equilibrium of any number of bodies A, B, C, D, E, &c., acting downwards on a strong lever.

As an application, take the weight of the lever into consideration, and suppose it = 10 pounds, also suppose in figure (a),

A B = 60 pounds

A F = 40 "

W = 10 "

P = 20 "

W F = 20 pounds,

Required the position of P when there is an equilibrium also in fig. (b), supposed the weight of the beam to be 40 stones, its length 50 feet, A B = 10 feet, find the pressure on the supports at B and F.

Find in figure (c) the position of W, if R O = 2 feet, weight of R O = 10 pounds, weight of W = 12 pounds, the pressure upwards on the valve = 60 pounds, and weight of the valve = 5 pounds.

In figure (d) required the centre of gravity, A being 60 pounds, B being 40 pounds, and the distance between them = 80 feet.

Find the centre of gravity of three bodies given in position, their weights being 1 pound, 2 pounds, and 3 pounds respectively.

Find the centre of gravity of a triangle, a sphere, a cylinder, a wedge, and of a trapezium, 2 sides being ||.

Explain the action of the syphon, of reciprocating springs, of Artesian wells, of the air-pump, of the common pump.

Describe Bramah's hydraulic press, the forcing pump, Archimedes' screw, the hydraulic ram.

Compare the pressure on the sides of a cubical vessel with that on the base.

Find the height of a cubical vessel, so that the pressure on the sides may be eight times the pressure on the base.

The height of the embankment is 20 feet, the breadth is 10 feet, the length is 100 feet. the specific gravity of the material = 3000, find the height of the water so as just to counterbalance the embankment.

Explain the method of finding the specific gravity of bodies.

The weight of a body is 30 grains in air, and 28 grains in water, find its specific gravity.

Given the height of the mercury in the barometer, find the pressure of the atmosphere.

Explain the more important effects of heat.

What solid bodies expand most?

Show the application of the relative expansion caused by heat in the construction of the compensation pendulum, in the tire of a wheel, in the bringing back the walls of a house to their vertical position.

Given 1000 cubic inches of gas at 102 degrees, find its volume at 62 degrees.

How does the radiation of heat vary?

Why does boiling water never rise above 212 degrees?

At what temperature will water boil in vacuo; how does this affect the steam-engine?

Give Dalton's experiments?

Explain the formation of clouds and rain?

Explain Hutton's theory of clouds?

Why are mountain tops cold?

Explain the phenomena of the trade winds?

1. Required the number of horse powers to draw a log of timber along a horizontal plane, the force being applied in the direction of the horizontal plane.

When the weight of timber = 1000 lbs.

Coefficient of friction =  $\frac{1}{3}$ .

Distance moved = 600 feet; and the time 5 minutes;

$$\frac{1000}{3} \times 600 \text{ units of work done in 5 minutes,}$$

$$\frac{1000}{3} \times 600$$

$$\therefore \frac{1000}{5 \times 33000} = 1\frac{2}{3} \text{ horse powers.}$$

2. The depth of a mine is 100 fathoms, required to determine the number of horse powers requisite in raising 200 cubic feet of water per minute.

$$65.5 \times 200 = \text{weight of water to be raised;}$$

$$\therefore \frac{65.5 \times 200 \times 600}{33000} = 227\frac{1}{3} \text{ horse power.}$$

3. The train on a railroad, weighs 100 tons, and is drawn along at the rate of 20 miles an hour. What are the number of horse powers, assuming the friction  $\frac{1}{200}$  of the load, supposing the road to be perfectly level?

$$\frac{100}{200} = \frac{1}{2} \text{ ton} = 1120 \text{ lbs. resistance moved}$$

$$\frac{20}{60} = \frac{1}{3}, \text{ or space passed over in 1 minute} = 1760 \text{ feet; and H.P.} = \frac{1760 \times 1120}{33000} = 59.73$$

4. Required the same as in the last question, when the inclination of the road is 1 inch for every 500 feet.

$$\frac{W}{P} = \frac{500 \times 12}{1} \text{ tons}$$

$$\therefore P = \frac{W}{6000} = \frac{100}{6000} = \frac{1}{60} \text{ ton,}$$

the resistance due to the effect of gravity. But by the question the resistance arising from friction =  $\frac{1}{200}$  of the load, or  $\frac{100}{200} = \frac{1}{2}$  ton;  $\therefore$  the

whole resistance =  $\frac{1}{2} + \frac{1}{60} = \frac{31}{60}$ . Then proceeding, as in the last question,

$$\frac{31 \times 20 \times 112 \times 1760}{60 \times 33000} = 61.7 \text{ horse power.}$$

Or thus,

The resistance of friction =  $\frac{100 \times 20 \times 112}{200}$ ; and the resistance due

to gravity =  $100 \times 20 \times 112$ . Units of work per min. due to friction

$\frac{100 \times 20 \times 112}{200} \times 1760$ ; Units of work per min. due to gravity

$$= 100 \times 20 \times 112 \times \frac{1760 \times 3 \times 20}{500 \times 60}$$

$$\therefore \text{H.P.} = \left( \frac{100 \times 20 \times 112}{200} \times 1760 + 100 \times 20 \times 112 \times \frac{1760}{500} \right) \div 33000 = 61.7.$$

5. Required to find the number of bushels of coals necessary to raise 300 cubic feet of water from a mine, whose depth = 50 fathoms, every minute during the course of a day of 12 hours long, the duty of a steam engine being estimated at 60000000 (that is, the number of units of work performed by a bushel of coal used by the engine).

$$300 \times 62.5 = \text{number of lbs. raised in a minute;}$$

$$300 \times 62.5 \times 300 = 5625000 = \text{units of work in 1';}$$

$$12 \times 60' = 720' \text{ in one day; } \therefore \text{the number of bushels} = \frac{5625000 \times 720}{60000000}.$$

6. Two levels in a mine are to be pumped; the one is 40 fathoms in depth, the other 100 fathoms: from the first we must have 40 cubic feet of water pumped, from the second 20 cubic feet of water, per minute; what must be the horse power and consumption of coals per minute of the engine performing a duty of 60,000,000.

$$\frac{\text{units of work in 1'}}{33000} = \frac{40 \times 62.5 \times 6 \times 40 + 20 \times 62.5 \times 6 \times 100}{33000}$$

$$= \text{horse power.}$$

And bushels of coals consumed per minute,

$$\frac{40 \times 62.5 \times 6 \times 40 + 20 \times 62.5 \times 6 \times 100}{60,000,000}.$$

7. The area of the piston of a steam-engine is 1000 inches, the number

of strokes per minute 15, and the length of the stroke 8 feet; under what pressure must the engine work in order to perform 50 horse power?

Units of works performed in 1' =  $50 \times 33000 = 1650000$ . Let  $x$  = the required pressure, then

$$1000 x \times 8 \times 15 = 1650000; \therefore x = \frac{165 \cdot 0000}{12 \cdot 0000} = 13\frac{1}{4} \text{ lbs.}$$

8. What is the pressure of the steam working uniformly when 8000 cubic feet of water is raised every 12 hours from a mine, whose depth is 120 fathoms, the area of the piston being 200 inches, length of the stroke 8 feet, and the number performed in one minute 20?

Here  $8000 \times 62 \cdot 5 \times 6 \times 120$  = units of work done, and  $200 \times p \times 8 \times 20 \times 720$  = the expression for the units of work arising from the pressure of the steam upon the piston. Hence by equality and division,

$$p = \frac{8000 \times 62 \cdot 5 \times 6 \times 120}{200 \times 8 \times 20 \times 720} = 15 \cdot 62 \text{ lbs.}$$

9. Taking the same data as in the last problem; required the duty of the engine when the consumption of coals is at the rate of  $\frac{1}{4}$  bushels per hour.

$$\text{Duty} = \frac{8000 \times 62 \cdot 5 \times 6 \times 120}{12 \times \frac{1}{4}} = 40000000.$$

10. 6 cwt. of coals are raised from a pit whose depth is 60 fathoms, by means of a rope 4 inches in circumference; required the number of horse power necessary to raise the coals in 4 minutes.

Taking  $\cdot 046$  lbs. as the weight of a rope an inch in circumference and 1 foot long,

the weight of a foot of rope 4 inches in circumference =  $4^2 \times \cdot 046$ .

And the weight of the whole rope =  $4^2 \times \cdot 046 \times 6 \times 60$ .

The units of work to raise ditto =  $4^2 \times \cdot 046 \times 6 \times 60 \times \frac{6 \times 60}{2}$ ;

2.  $\therefore$  the weight  $\times \frac{1}{2}$  the height raised.

Units of work to raise the coals =  $6 \times 112 \times 6 \times 60$ ;

$$\therefore \text{units performed in 1'} = \frac{4^2 \times \cdot 046 \times 360 \times 180 + 6 \times 112 \times 360}{4}.$$

The result of this expression divided by 33,000 will give us the number of horse power required.

11. What weight  $W$  can be raised from a pit in 6 minutes, whose depth is 100 fathoms, using a rope of 5 inches circumference, where the engine works with 8 horse power?

Units of work done in 6' =  $8 \times 33,000 \times 6$ .

But the units of work in the rope =  $5^2 \times \cdot 046 \times 6 \times 100 \times 300$ ;  $\therefore$  the units of works in the weight  $W$  = the difference of these, or  $8 \times 33,000 \times 6 - 5^2 \times \cdot 046 \times 180000 =$

Now  $W \times 600 =$  units of work of  $W$ ;

$$\therefore W = \frac{8 \times 33,000 \times 6 - 5^2 \times \cdot 046 \times 180000}{600}.$$

12. A winding engine (or an engine turning a drum-wheel so as to raise material from a mine) is observed to raise 10 cwt. in 4 minutes



from a depth of 100 fathoms; the rope is 6 inches in circumference, required the horse power of the engine.

$$\text{Work in the rope} = 6^2 \times .046 \times 600 \times \frac{600}{2} = 6^2 \times .046 \times 180000.$$

$$\text{Ditto the weight} = 10 \times 112 \times 600 = 672000.$$

$$\text{Units of work performed in } 1' = \frac{6^2 \times .046 \times 180000 + 672000}{4};$$

and this result divided by 33,000 gives the number of horse power.

13. The area of the piston is 6000 inches, the length of the stroke is 10 feet, the number of single strokes per minute is 14; the mean pressure upon the piston is 16 lbs.; required the number of horse power and the quantity of water that would be raised per minute from a mine whose depth is 200 fathoms.

$$\frac{\text{Units of work performed in } 1'}{33,000} = \frac{6000 \times 16 \times 10 \times 14}{30,000} = \text{horse power.}$$

$$\text{Weight of water in lbs.} = \frac{\text{Units of work}}{\text{depth in feet}} = \frac{6000 \times 16 \times 10 \times 14}{6 \times 200}.$$

$$\begin{aligned} \text{And } \therefore \text{ the number of cubic feet} &= \frac{\text{Weight of water in lbs.}}{62.5} \\ &= \frac{6000 \times 16 \times 10 \times 14}{6 \times 200 \times 62.5}. \end{aligned}$$

14. In an engine working with a mean pressure  $p$ , let  $d$  = the diameter of the piston,  $l$  = the length of the stroke,  $n$  the number performed in  $1'$ ,  $U$  the number of units of work done in  $1'$ ; required the equation expressing the relation between these quantities.

$$d^2 \times .7854 \times p = \text{pressure upon piston};$$

$$\therefore d^2 \times .7854 \times p \times l \times n = U.$$

Where we have five elements, viz.  $D$ ,  $p$ ,  $l$ ,  $n$ , and  $U$ , any four of which being given, the remaining one may be found from this equation.

15. To find the labouring force of a cubic foot of water evaporated in the boiler at the temperature of  $212^\circ$ , and condensed into water.

Steam at the temperature of  $212^\circ$  is 1711 times the bulk of the water from which it is raised.

A cubic foot of water  $\therefore$  will produce 1711 cubic feet of steam.

Let us suppose this steam to be enclosed within a cylinder whose piston is 1 foot area, or 144 inches; then the length of the stroke will be  $1711 - 1$ ; the atmospheric pressure upon this piston will be  $144 \times 14.7$ ; and the units of work upon condensation =  $144 \times 14.7 \times 1710 = 3619728$ .

16. What is the labouring force of a bushel of coals employed in this way, supposing that it requires 1 bushel to evaporate 14 cubic feet of water?

By the last problem the labouring force of 1 bushel will be 14 times the work done by 1 cubic foot of water,

$$\text{Or, } 14 \times 144 \times 14.7 \times 1710 = 50676192.$$

17. Many of the Cornwall engines perform a *duty* of 70,000,000 (*i. e.* the units of works corresponding to 1 bushel of coals); required the labouring force of 1 lb. of coal; and the number of miles which 1 lb. of coal, employed in such engines, will move its own weight over.

Units of work =  $\frac{70,000,000}{84} = 833333 \cdot 3'$ ; i. e. the number of feet 1 lb. is moved over;

$$\therefore \frac{833333'}{1760 \times 3} = 160 \text{ miles nearly.}$$

1. The section of a stream of water is 3 feet by 2; the velocity 20 feet per minute; the height of the fall 10 feet. Required to determine the units of work of the water, the modulus being  $\cdot 5$ .

2. How many cubic feet of water would be raised from a depth of 20 feet by the wheel in the last example, in a day of 10 hours; assuming that the work done is  $\frac{1}{4}$  of the work applied to the wheel?

3. Find the centre of gravity of three bodies, A, B, C, situated on the same right line, whose several weights are respectively 10, 20, 30; and the distances between them 4 and 8 feet.

4. I observe that a stone took 4 seconds in falling from a tower; required its height.

5. What would be the velocity acquired by a body falling for 5 seconds?

6. If a body be projected with a velocity of 96 feet, how high would it ascend? and how long would it take in returning to the ground?

7. What velocity must I give to a body, so as to reach the top of a tower, whose perpendicular height is 256 feet?

8. The long arm of a uniform lever is 10 feet, and the short arm 2 feet; the weight of a unit of length 2 lbs.; what power must be applied so as to raise or move a resistance of 4000 lbs.

9. What weight will a man raise by a common windlass when he exerts a force or pressure of 10 stones upon the handle, the length of which is 20 inches, and the diameter of the axle 4 inches?

10. A man has a roller or axle 6 inches in diameter, and he wishes to raise a tub of coals weighing 700 lbs. by a windlass, whilst he exerts a force of 10 stones; it is required to determine what length he must make his handle.

11. A man finding himself able to exert a force of 16 stones upon the handle of a windlass 24 inches long, when the diameter of the axle is 4 inches, what load must be put in the corf?

12. A railway train of 50 tons travels at the speed of 20 miles per hour; what is the horse power of the engine, taking the friction as usual?

13. Suppose the railway train, in the last example, moves up an incline of 1 in 100 at the same rate; required the horse power.

14. What would be the cost of transferring a train, its load, &c., as in the last example, to the distance of 30 miles, when the engine does a duty of 30,000,000, the price of a bushel of coals being 1s. 6d.?

15. The area of the piston of a steam engine is 100 square inches, the pressure 10 lbs. per square inch, the length of the stroke 10 feet, the number of single strokes performed in 1 minute 12; required the horse powers.

16. How much water would the engine in the last example pump from a mine, whose depth is 200 fathoms in the course of a day of 10 hours long?

17. How much must the engine in last example be increased in its power so as to raise 3,600,000?

18. What time would a cart and horse take to transport 20,000 lbs.

weight of earth to the distance of 6 miles, supposing the horse to travel at the rate of 2 miles per hour, when its traction is 150 lbs., and returns with the empty cart 4 miles per hour; the cart being the third part of the gross load, and the friction the 20th part of the gross load.

19. How long would the horse, in the last example, be in removing 40,000 lbs., taking the friction to be a 40th part of the gross load?

20. Required the units of work performed by a railway train of 50 tons in moving up an incline of 10 miles long, and having a rise of 1 in 200, the friction being as usual 8 lbs. per ton.

21. A train of 50 tons comes down an incline of 1 in 400 with a speed of 40 miles per hour; required the horse power of the engine.

22. What would be the cost of joisting and flooring a room 60 feet long by 18 broad; the joists are 18 inches apart middle and middle; the section of the joists are 9 inches by 3; the rest upon the walls 1 foot; at the following prices: timber 2s. per cubic foot; laying on joists and other expenses 5s. per square (of 100 feet); the flooring at 7s. 6d. per square yard?

1. A jet of water, whose section is 1.5 feet, and velocity 10 feet per second, impinges upon a surface which takes up all the work; required to determine the horse power in the water?

2. Required the horse powers in a jet of steam whose section is 2 inches, and the velocity at the rate of 800 feet per second? Supposing that the wheel appropriates all the work.

3. The horse powers of an engine moving a railway train is 2 in excess over the resistance; the railway train, tender, &c. is 50 tons. How long would the engine be in getting up a velocity of 20 miles per hour along the level?

4. A perforation is made in the bottom of a cylinder 64 feet high; the section of the perforation is 10 inches in diameter; required the horse power the water is capable of performing? Supposing the water to keep the same level.

5. Required the cost of building the walls of a house, whose length is 36 feet, breadth 30 feet, perpendicular height from the foundation to the eaves 21 feet, perpendicular height of gable tops 9 feet, allowing 3s. 4d. per yard upon the whole?

# FIRST REPORT ON THE TRAINING SCHOOL AT BATTERSEA.

*To the Poor Law Commissioners.*

GENTLEMEN, ♡

January 1, 1841.

THE efforts made by your Assistant Commissioners for the improvement of the training of pauper children in the rural and metropolitan districts, made apparent at a very early period the great difficulty of procuring the assistance of schoolmasters and schoolmistresses acquainted with the principles on which the education of this class of children ought to be conducted.

Very little inquiry confirmed what was previously suspected, that the number of English schoolmasters acquainted with the organization and discipline of elementary schools, and skilful in the application of approved methods of instruction, is exceedingly small, and by no means on the increase. Successive applications were made to those sources from which teachers are usually obtained in England, but these applications were almost invariably unsuccessful, for a variety of reasons.

The teachers trained in the model schools of the metropolitan and other societies enter those schools with the expectation of taking charge of rural or town day schools. They are not instructed in the management of schools of industry. They are not trained in that regulation of the habits of children at meals, in their dormitories, and during hours of recreation, which is essential to the success of a school of industry for pauper children. Moreover, the period during which they receive instruction and are trained in the art of teaching in these model schools is unfortunately very short. Such schools possess slender funds applicable to the maintenance of the candidate teachers. The candidates, therefore, are maintained by their own meagre resources, or are dependent on their friends, in the hope of being able, at the expiration of a short period, to take charge of a school; or they are maintained by the patrons or committee of some school, the mastership of which they are to assume, and which is probably in course of erection. Their attendance on the model school seldom exceeds six months, and often does not extend beyond three. But little reflection is necessary to prove, that in six months they cannot acquire all the knowledge which is desirable either of the principles, the matter, or the art of elementary instruction.

These model schools will ere long be reorganized, with more abundant resources for the training of the candidate teachers, and doubtless the teachers then trained in them will go forth much better prepared for the discharge of their duties than at present.

The introduction of works of industry, however, forms no part of the plan of the improved arrangements hitherto announced, and they afford no means of preparing teachers to learn that system of moral management which is essential to the success of schools for pauper children.

The training of pauper children in a workhouse or district school cannot be successful unless the teacher be moved by Christian charity to the work of rearing in religion and industry the outcast and orphan children of our rural and city population. The difficulty of redeeming

by education the mischief wrought in generations of a vicious parentage can be estimated only by those who know how degenerate these children are.

The pauper children assembled at Norwood, from the garrets, cellars, and wretched rooms of alleys and courts in the dense parts of London, are often sent thither in a low state of destitution, covered only with rags and vermin; often the victims of chronic disease; almost universally stunted in their growth; and sometimes emaciated with want. The low-browed and inexpressive physiognomy or malign aspect of the boys is a true index to the mental darkness, the stubborn tempers, the hopeless spirits, and the vicious habits on which the master has to work. He needs no small support from Christian faith and charity for the successful prosecution of such a labour; and no quality can compensate for the want of that spirit of self-sacrifice and tender concern for the well-being of these children, without which their instruction would be anything but a labour of love. A baker, or a shoemaker, or a shop apprentice, or commercial clerk, cannot be expected to be imbued with this spirit during a residence of six months in the neighbourhood of a model school if he has not imbibed it previously at its source.

The men who undertake this work should not set about it in the spirit of hirelings, taking the speediest means to procure a maintenance with the least amount of trouble. A commercial country will always offer irresistible temptations to desert such a profession, to those to whom the annual stipend is the chief, if not sole motive to exertion. The outcast must remain neglected, if there be no principle, which, even in the midst of a commercial people, will enable men to devote themselves to this vocation from higher motives than the mere love of money.

Experience of the motives by which the class of schoolmasters now plying their trade in this country are commonly actuated, is a graver source of want of confidence in their ability to engage in this labour than the absence of skill in their profession. A great number of them undertake these duties either because they are incapacitated by age or infirmity for any other, or because they have failed in all other attempts to procure a livelihood, or because, in the absence of well-qualified competitors, the least amount of exertion and talent enables the most indolent schoolmasters to present average claims on public confidence and support. Rare indeed are the examples in which skill and principle are combined in the agents employed in this most important sphere of national self-government. Other men will not enable you to restore the children of vagabonds and criminals to society, purged of the taint of their parents' vices, and prepared to perform their duties as useful citizens in a humble sphere.

The peculiarities of the character and condition of the pauper children demand the use of appropriate means for their improvement. The general principles on which the education of children of all classes should be conducted are doubtless fundamentally the same; but for each class specific modifications are requisite, not only in the methods, but in the matter of instruction.

The discipline, management, and methods of instruction in elementary schools for the poor, differ widely from those which ought to cha-

racterize schools for the middle or upper classes of society. The instruction of the blind, of the deaf and dumb, of criminals, of paupers, and of children in towns and in rural districts, renders necessary the use of a variety of distinct methods in order to attain the desired end.

The peculiarity of the pauper child's condition is, that his parents, either from misfortune, or indolence, or vice, have sunk into destitution. In many instances children descend from generations of paupers. They have been born in the worst purlieus of a great city, or in the most wretched hovels on the parish waste. They have suffered privation of every kind. Perhaps they have wandered about the country in beggary, or have been taught the arts of petty thieving in the towns. They have lived with brutal and cruel men and women, and have suffered from their caprice and mismanagement. They have seen much of vice and wretchedness, and have known neither comfort, kindness, nor virtue.

If they are sent very young to the workhouse, their entire training in religious knowledge, and in all the habits of life, devolves on the schoolmaster. If they come under his care at a later period, his task is difficult in proportion to the vicious propensities he has to encounter.

The children to whose improvement Pestalozzi devoted his life were of a similar class,—equally ignorant, and perhaps equally demoralized, in consequence of the internal discords attendant on the revolutionary wars, which at the period when his labours commenced had left Switzerland in ruin.

The class of children which De Fellenberg placed under the charge of Vehrli at Hofwyl were in like manner picked up on the roads of the canton—they were the outcasts of Berne.

These circumstances are among the motives which led us to a careful examination of the schools of industry and normal schools of the cantons of Switzerland. These schools are more or less under the influence of the lessons which Pestalozzi and De Fellenberg have taught that country. They differ in some important particulars from those which exist in England, and the experience of Switzerland in this peculiar department of elementary instruction appears pre-eminently worthy of attention.

Those orphan and normal schools of Switzerland which have paid the deference due to the lessons of Pestalozzi and De Fellenberg are remarkable for the gentleness and simplicity of the intercourse between the scholar and his master. The formation of character is always kept in mind as the great aim of education. The intelligence is enlightened, in order that it may inform the conscience, and that the conscience, looking forth through this intelligence, may behold a wider sphere of duty, and have at its command a greater capacity for action. The capacity for action is determined by the cultivation of habits appropriate to the duties of the station which the child must occupy.

Among the labouring class no habit is more essential to virtuous conduct than that of steady and persevering labour. Manual skill connects the intelligence with the brute force with which we are endowed. The instruction in elementary schools should be so conducted as not only to assist the labourer in acquiring mechanical dexterity, but in bringing his intelligence to aid the labours of his hands, whether by

a knowledge of the principles of form or numbers, or of the properties of natural objects, and the nature of the phenomena by which his labours are likely to be affected. In a commercial country it is pre-eminently important to give him such an acquaintance with geography as may stimulate enterprise at home, or may tend to swell the stream of colonization which is daily extending the dominion of British commerce and civilization. Labour, which brings the sweat upon the brows, requires relaxation, and the child should therefore learn to repose from toil among innocent enjoyments, and to avoid those vicious indulgences which waste the labourer's strength, rob his house of comfort, and must sooner or later be the source of sorrow. There is a dignity in the lot of man in every sphere, if it be not cast away. The honour and the joy of successful toil should fill the labourer's songs in his hour of repose. From religion man learns that all the artificial distinctions of society are as nothing before that God who searcheth the heart. Religion therefore raises the labourer to the highest dignity of human existence, the knowledge of the will and the enjoyment of the favour of God. Instructed by religion, the labourer knows how in daily toil he fulfils the duties and satisfies the moral and natural necessities of his existence, while the outward garb of mortality is gradually wearing off, and the spirit preparing for emancipation.

An education guided by the principles described in this brief sketch, appears to us, appropriate to the preparation of the outcast and orphan children for the great work of a Christian's life.

After a trial of various expedients, to which allusion has been made in preceding reports, it became apparent that the means of embracing within one comprehensive plan the training of the 50,000 pauper children now in the workhouses did not exist in this country; and the importance of not abandoning these children to the consequences of the misfortunes and vices of their parents grew in proportion to the difficulties with which the subject was encumbered.

That which seemed most important was the preparation of a class of teachers who would cheerfully devote themselves, and with anxious and tender solicitude, to rear these children, abandoned by all natural sympathies, as a wise and affectionate parent would prepare them for the duties of life.

To so grave a task as an attempt to devise the means of training these teachers, it was necessary to bring a patient and humble spirit, in order that the results of experience in this department might be examined, and that none that were useful might be hastily thrown aside. Our examination of the continental schools was undertaken with this view. A visit was made to Holland at two successive periods, on the last of which we took one of Dr. Kay's most experienced schoolmasters with us, in order that he might improve himself by an examination of the methods of instruction in the Dutch schools, all the most remarkable of which were minutely inspected. A visit has been paid to Prussia and Saxony, in which several of the chief schools have been examined with a similar design. Two visits were paid to Paris, in which the normal school at Versailles, the Maison Mère, and Noviciate of the Brothers of the Order of the Christian Doctrine, and a great number of the elementary schools of Paris and the vicinity, were examined. The normal school at Dijon was especially recommended to

our attention by M. Cousin and M. Villemain, and we spent a day in that school. Our attention was directed with peculiar interest to the schools of Switzerland, in the examination of which we spent several weeks uninterruptedly. During this period we daily inspected one or more schools, and conversed with the authorities of the several cantons, with the directors of the normal schools, and with individuals distinguished by their knowledge of the science of elementary instruction. The occasional leave of absence from our home duties which you have kindly granted us in the last three years respectively, was mainly solicited with the view, and devoted to the purpose, of examining the method of instruction adopted in the schools for the poorer classes on the continent.

This report is not intended to convey to you the results of our inquiries. It may suffice to describe the chief places visited, and the objects to which our attention was directed, in order that you may know the sources whence we have derived the information by which our subsequent labours have been guided. We entered Switzerland by the Jura, descending at Geneva, and, having obtained the sanction of the authorities, were accompanied by some members of the council in our visit to the schools of the town and neighbourhood. Thence we proceeded to the Canton de Vaud, inspecting certain rural schools, and the schools of the towns on the borders of the lake, on our way to Lausanne. Here we spent two days in company with M. Gauthey, the director of the normal school of the canton, whose valuable report has been translated by Sir John Boileau, our fellow-traveller in this part of our journey.

At Lausanne we attended the lectures, and examined the classes in the normal school and the town schools, and enjoyed much useful and instructive conversation with M. Gauthey, who appeared eminently well qualified for his important labours.

At Fribourg we spent some time in the convent of the Capuchin friars, where we found the venerable Père Girard officiating at a religious festival, but he belongs to the Dominican order. The Père Girard has a European reputation among those who have laboured to raise the elementary instruction of the poorer classes, consequent on his pious labours among the poor of Fribourg; and the success of his schools appeared to us chiefly attributable,—first, to the skill and assiduity with which the monitors had been instructed in the evening by the father and his assistants, by which they had been raised to the level of the pupil teachers of Holland; and secondly, to the skilful manner in which Père Girard and his assistants had infused a moral lesson into every incident of the instruction, and had bent the whole force of their minds to the formation of the characters of the children. It was, at the period of our visit, the intention of Père Girard to publish a series of works of elementary instruction at Paris, for which we have since waited in vain.

At Berne we spent much time in conversation with M. De Fellenberg, at Hofwyl. We visited his great establishment for education there, as well as the normal school at Munchen Buchsee, in which visit we were accompanied by M. De Fellenberg. What we learned from the conversation of this patriotic and high-minded man we cannot find space here to say. His words are better read in the establishments



which he has founded, and which he superintends, and in the influence which his example and his precepts have had on the rest of Switzerland, and on other parts of Europe. The town schools of Berne and other parts of the canton merited, and received, our attention.

At Lucerne we carefully examined the normal and orphan schools. Thence we proceeded through Schweitz, with the intention of visiting the colony of the Linth, in Glarus, but failed, from the state of the mountain roads. Crossing the lake of Zurich at Rapperschwyl, we successively visited St. Gall and Appenzell, examining some of the most interesting orphan schools in the mountains, particularly one kept by a pupil of De Fellenberg at Teuffach, the normal school at Gais (Kruisi, the director of which is a pupil of Pestalozzi), and the orphan school of M. Zeltveger at Appenzell.

Descending from the mountains, we crossed the lake to Constance, where we found Vehrli, who had many years conducted the poor school of De Fellenberg, at Hofwyl, now in charge of the normal school of the canton of Thurgovia, in a large mansion once connected with the convent of Kruitlingen. Here we spent two days in constant communication with Vehrli and his pupils, in the examination of his classes; and deriving from him much information respecting his labours. From Constance we travelled to Zurich, where we carefully examined the normal and model schools, both at that time considerably shaken by the recent revolution.

At Leuzburg we had much useful conversation with the director of the normal school of the canton of Aargovia; thence we travelled to Basle, where we visited the orphan house of the town, and also that at Beuggen, as well as other schools of repute.

We have ventured to give this sketch of our journey in Switzerland as some apology for the strength of the opinion we have formed on the necessity which exists for the establishment of a training school for the teachers of pauper children in this country. Our inquiries were not confined to this object; but both here, at Paris, in Holland, and in Germany, we bought every book which we thought might be useful in our future labours; and in every canton we were careful to collect all the laws relating to education, the regulations of the normal and elementary schools, and the by-laws by which these institutions were governed. An abstract of these laws would form a most useful contribution to the literature of this country, which is well prepared to regard with respect the institutions of the free Protestant states of Switzerland.

In the orphan schools which have emanated from Pestalozzi and De Fellenberg, we found the type which has assisted us in our subsequent labours. In walking with M. De Fellenberg through Hofwyl, we listened to the precepts which we think most applicable to the education of the pauper class. In the normal school of the canton of Thurgovia, and in the orphan schools of St. Gall and Appenzell, we found the development of those principles so far successful as to assure us of their practical utility.

The normal school at Kruitlingen is in the summer palace of the former abbot of the convent of that name, on the shore of the Lake of Constance, about one mile from the gate of the city. The pupils are sent thither, from the several communes of the canton, to be trained

three years by Vehrli, before they take charge of the communal schools. Their expenses are borne in part by the commune, and partly by the council of the canton. We found 90 young men, apparently from 18 to 24 or 26 years of age, in the school. Vehrli welcomed us with frankness and simplicity, which at once won our confidence. We joined him at his frugal meal. He pointed to the viands, which were coarse, and said, "I am a peasant's son. I wish to be no other than I am, the teacher of the sons of the peasantry. You are welcome to my meal: it is coarse and homely, but it is offered cordially."

We sat down with him. "These potatoes," he said, "are our own. We won them from the earth, and therefore we need no dainties, for our appetite is gained by labour, and the fruit of our toil is always savoury." This introduced the subject of industry. He told us all the pupils of the normal school laboured daily some hours in a garden of several acres attached to the house, and that they performed all the domestic duty of the household. When we walked out with Vehrli, we found them in the garden digging, and carrying on other garden operations, with great assiduity. Others were sawing wood into logs, and chopping it into billets in the court-yard. Some brought in sacks of potatoes on their back, or baskets of recently gathered vegetables. Others laboured in the domestic duties of the household.

After a while the bell rang, and immediately their out-door labours terminated, and they returned in an orderly manner, with all their implements, to the court-yard, where having deposited them, thrown off their frocks, and washed, they re-assembled in their respective classrooms.

We soon followed them. Here we listened to lessons in mathematics, proving that they were well-grounded in the elementary parts of that science. We saw them drawing from models with considerable skill and precision, and heard them instructed in the laws of perspective. We listened to a lecture on the code of the canton, and to instruction in the geography of Europe. We were informed that their instruction extended to the language of the canton, its construction and grammar, and especially to the history of Switzerland; arithmetic; mensuration; such a knowledge of natural philosophy and mechanics as might enable them to explain the chief phenomena of nature and the mechanical forces; some acquaintance with astronomy. They had continual lessons in pedagogy, or the theory of the art of teaching, which they practised in the neighbouring village school. We were assured that their instruction in the Holy Scriptures, and other religious knowledge, was a constant subject of solicitude.\*

The following extract from Vehrli's address at the first examination of the pupils, in 1837, will best explain the spirit that governs the seminary, and the attention paid there to what we believe has been too often neglected in this country—the education of the heart and feelings, as distinct from the cultivation of the intellect. It may appear strange to English habits to assign so prominent a place in an educational institution to the following points, but the indication here given of the superior care bestowed in the formation of the character to what is given to the acquisition of knowledge, forms in our view the chief

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\* See table of the course of instruction in Appendix.

charm and merit in this and several other Swiss seminaries, and is what we have laboured to impress on the institution we have founded. To those who can enter into its spirit, the following extract will not appear tinged with too sanguine views :—

“ The course of life in this seminary is threefold. ”

“ 1st.—Life in the home circle, or family life.

“ 2nd.—Life in the school-room.

“ 3rd.—Life beyond the walls in the cultivation of the soil. ”

“ I place the family life first, for here the truest education is imparted ; here the future teacher can best receive that cultivation of the character and feelings which will fit him to direct those, who are intrusted to his care, in the ways of piety and truth.

“ A well-arranged family circle is the place where each member, by participating in the other's joys and sorrows, pleasures and misfortunes, by teaching, advice, consolation, and example, is inspired with sentiments of single-mindedness, of charity, of mutual confidence, of noble thoughts, of high feelings, and of virtue.

“ In such a circle can a true religious sense take the firmest and the deepest root. Here it is that the principles of Christian feeling can best be laid, where opportunity is continually given for the exercise of affection and charity, which are the first virtues that should distinguish a teacher's mind. Here it is that kindness and earnestness can most surely form the young members to be good and intelligent men, and that each is most willing to learn and receive an impress from his fellow. He who is brought up in such a circle, who thus recognizes all his fellow-men as brothers, serves them with willingness whenever he can, treats all his race as one family, loves them, and God their Father above all, how richly does such a one scatter blessings around ! What earnestness does he show in all his doings and conduct, what devotion especially does he display in the business of a teacher ! How differently from him does that master enter and leave his school whose feelings are dead to a sense of piety, and whose heart never beats in unison with the joys of family life.

“ Where is such a teacher as I have described most pleasantly occupied ? In his school amongst his children, with them in the house of God, or in the family circle, and wherever he can be giving or receiving instruction. A great man has expressed, perhaps too strongly, ‘ I never wish to see a teacher who cannot sing. ’ With more reason I would maintain, that a teacher to whom a sense of the pleasures of a well-arranged family is wanting, and who fails to recognize in it a well-grounded religious influence, should never enter a school-room.”

As we returned from the garden with the pupils on the evening of the first day, we stood for a few minutes with Vehrli in the court-yard by the shore of the lake. The pupils had ascended into the class-rooms, and the evening being tranquil and warm, the windows were thrown up, and we shortly afterwards heard them sing in excellent harmony. As soon as this song had ceased, we sent a message to request another, with which we had become familiar in our visits to the Swiss schools ; and thus, in succession, we called for song after song of Nageli, imagining that we were only directing them at their usual hour of instruction in vocal music. There was a great charm in this simple but excellent harmony. When we had listened nearly an hour, Vehrli invited us to ascend into the room where the pupils were assembled. We followed him, and on entering the apartment great was our surprise to discover the whole school, during the period we had listened, had been cheering with songs their evening employment of peeling potatoes, and cutting the stalks from the green vegetables and beans which they had gathered in the garden. As we stood there they renewed their choruses till prayers were announced. Supper had been previously taken. After prayers, Vehrli, walking about the apartment, conversed with them familiarly on the occurrences of the day, mingling

with his conversation such friendly admonition as sprang from the incidents, and then, lifting his hands, he recommended them to the protection of heaven, and dismissed them to rest.

We spent two days with great interest in this establishment. Vehrli had ever on his lips, "We are peasants' sons; we would not be ignorant of our duties, but God forbid that knowledge should make us despise the simplicity of our lives. The earth is our mother, and we gather our food from her breast, but while we peasants labour for our daily food we may learn many lessons from our mother earth. There is no knowledge in books like an immediate converse with nature, and those that dig the soil have nearest communion with her. Believe me, or believe me not, this is the thought that can make a peasant's life sweet, and his toil a luxury. I know it, for see my hands are horny with toil. The lot of men is very equal, and wisdom consists in the discovery of the truth that what is *without* is not the source of sorrow, but that which is within. A peasant may be happier than a prince if his conscience be pure before God, and he learn not only contentment but joy in the life of labour which is to prepare him for the life of heaven."

This was the theme always on Vehrli's lips. Expressed with more or less perspicuity, his main thought seemed to be that poverty, rightly understood, was no misfortune. He regarded it as a sphere of human exertion and human trial, preparatory to the change of existence, but offering its own sources of enjoyment as abundantly as any other. "We are all equal," he said, "before God; why should the son of a peasant envy a prince, or the lily an oak; are they not both God's creatures?"

We were greatly charmed in this school by the union of comparatively high intellectual attainments among the scholars with the utmost simplicity of life, and cheerfulness in the humblest menial labour. Their food was of the coarsest character, consisting chiefly of vegetables, soups, and very brown bread. They rose between four and five, took three meals in the day, the last about six, and retired to rest at nine. They seemed happy in their lot.

Some of the other normal schools of Switzerland are remarkable for the same simplicity in their domestic arrangements, though the students exceed in their intellectual attainments all notions prevalent in England of what should be taught in such schools. Thus in the normal school of the canton of Berne the pupils worked in the fields during eight hours of the day, and spent the rest in intellectual labour. They were clad in the coarsest dresses of the peasantry, wore wooden shoes, and were without stockings. Their intellectual attainments, however, would have enabled them to put to shame the masters of most of our best elementary schools.

Such men, we felt assured, would go forth cheerfully to their humble village homes to spread the doctrine which Vehrli taught of peace and contentment in virtuous exertion; and men similarly trained appeared to us best fitted for the labour of reclaiming the pauper youth of England to the virtues, and restoring them to the happiness of her best instructed peasantry.

We therefore cherished the hope that on this plan a normal school might be founded for the training of the teachers, to whom the schools for pauper children might be usefully committed. The period seemed

to be unpropitious for any public proposals on this subject. We were anxious that a work of such importance should be undertaken by the authorities most competent to carry it into execution successfully, and we painfully felt how inadequate our own resources and experience were for the management of such an experiment; but after various inquiries, which were attended with few encouraging results, we thought that as a last resort we should not incur the charge of presumption, if, in private and unaided, we endeavoured to work out the first steps of the establishment of an institution for the training of teachers, which we hoped might afterwards be entrusted to *public* hands. We determined therefore to devote a certain portion of our own means to this object, believing that when the scheme of the institution was sufficiently mature to enable us to speak of results rather than of anticipations, the well-being of 50,000 pauper children would plead its own cause with the Government and the public, so as to secure the future prosperity of the establishment.

The task proposed was, to reconcile a simplicity of life not remote from the habits of the humbler classes with such proficiency in intellectual attainments, such a knowledge of method, and such skill in the art of teaching, as would enable the pupils selected to become efficient masters of elementary schools. We hoped to inspire them with a large sympathy for their own class. To implant in their minds the thought that their chief honour would be to aid in rescuing that class from the misery of ignorance and its attendant vices. To wean them from the influence of that personal competition in a commercial society which leads to sordid aims. To place before them the unsatisfied want of the uneasy and distressed multitude, and to breathe into them the charity which seeks to heal its mental and moral diseases.

We were led to select premises at Battersea chiefly on account of the very frank and cordial welcome with which the suggestion of our plans was received by the Hon. and Rev. Robert Eden, the vicar of Battersea. Mr. Eden offered the use of his village schools in aid of the training school, as the sphere in which the pupils might obtain a practical acquaintance with the art of instruction. He also undertook to superintend the training school in all that related to religion.

We, therefore, chose a spacious manor-house close to the Thames, surrounded by a garden of five acres. This house was altered and divided so as to afford a good separate residence to Dr. Kay,\* who undertook to superintend the progress of the establishment for a limited period, within which it was hoped that the principles on which the training school was to be conducted would be so far developed as to be in course of prosperous execution, and not likely to perish by being confided to other hands.

In the month of January, 1840, the class-rooms were fitted up with desks on the plan described in the minutes of the Committee of Council, and we furnished the school-house. About the beginning of February some boys were removed from the School of Industry at Norwood, whose conduct had given us confidence in their characters, and who had made a certain proficiency in the elementary instruction of that school.

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\* For which he pays half the rent and taxes, in addition to his share of the expenses of the school.

These boys were chiefly orphans, of little more than 13 years of age, intended to form a class of apprentices. These apprentices would be bound from the age of 14 to that of 21, to pursue, under the guidance and direction of the Poor Law Commission, the vocation of assistant teachers in elementary schools. For this purpose they were to receive instruction at least three years in the training school, and to be employed as pupil teachers for two years at least in the Battersea village school during three hours of every day.

At the termination of this probationary period (if they were able satisfactorily to pass a certain examination), they were to receive a certificate, of which mention will be made hereafter, and to be employed as assistant teachers under the guidance of experienced and well-conducted masters, in some of the schools of industry for pauper children. They were at this period to be rewarded with a certain remuneration, increasing from year to year, and secured to them by the form of the indenture.

If they were unable to satisfy the examiners of their proficiency in every department of elementary instruction, and thus failed in obtaining their certificate, they would continue to receive instruction at Battersea until they had acquired the requisite accomplishments.

The number of pupil teachers of this class has been gradually increased, during the period which has since elapsed, to 24. But it seemed essential to the success of the school that the numbers should increase slowly. Its existence was disclosed only to the immediate circles of our acquaintance, by whom some boys were sent to the school, besides those whom we supported at our own expense. For the clothing, board and lodging, and education of each of these boys, who were confided to our care by certain of our friends, we consented to receive 20*l.* per annum towards the general expenses of the schools. Pupil teachers have been placed in the establishment by the Bishop of Durham, the Earl of Chichester, Lady Noel Byron, Frederick Walpole Keppel, Esq., the Board of Guardians of the Kingston Union, R. W. Blencowe, Esq., and our colleagues, Edward Senior, and Edward Twisleton, and H. W. Parker, Esqrs.

Besides the class of pupil teachers, we consented to receive young men, to remain at least one year in the establishment, either recommended by our personal friends, or to be trained for the schools of gentlemen with whom we were acquainted. These young men have generally been from 20 to 30 years of age. We have admitted some on the recommendation of Lady George Murray, Lady Noel Byron, the Earl of Radnor, the Rev. Mr. Hoskins, of Canterbury; the Rev. Mr. Wilkinson, of Holbrook, in Suffolk; Leonard Horner, Esq.

The course of instruction, and the nature of the discipline adopted for the training of these young men, will be described in detail. This class now amounts to nine, a number accumulated only by very gradual accessions, as we were by no means desirous to attract many students until our plans were more mature, and the instruments of our labour were tried and approved.

The subjects of instruction were divided, in the first instance, into two departments, which will be described in this Report; and over each of these departments a tutor was placed. Mr. Horne arrived at the opening of the school, and Mr. Tate, on the 22nd of March, 1840.

The domestic arrangements were conducted with great simplicity, because it was desirable that the pupils should be prepared for a life of self-denial. A sphere of great usefulness might require the labours of a man ready to live among the peasantry on their own level—to mingle with them in their habitations—to partake their frugal or even coarse meals—and to seem their equal only, though their instructor and guide. It was desirable, therefore, that the diet should be as frugal as was consistent with constant activity of mind, and some hours of steady and vigorous labour, and that it should not pamper the appetite by its quality or its variety.

A schoolmaster might settle in a situation in which a school-house only was provided. Prudence might dictate that he should not marry, and then his domestic comfort would depend on himself.

No servants, therefore, were provided, with the exception of a matron, who acted as cook. The whole household-work was committed to the charge of the boys and young men; and for this purpose the duties of each were appointed every fortnight, in order that they might be equally shared by all. The young men above 20 years of age did not aid in the scouring of the floors and stairs, nor clean the shoes, grates, and yards, nor assist in the serving and waiting at meals, the preparation of vegetables and other garden-stuff for the cook. But the making of beds and all other domestic duty was a common lot; and the young men acted as superintendents of the other work.

This was performed with cheerfulness, though it was some time before the requisite skill was attained; and perfect order and cleanliness have been found among the habits most difficult to secure. The pupils and students were carefully informed, that these arrangements were intended to prepare them for the discharge of serious duties in a humble sphere, and to nerve their minds for the trials and vicissitudes of life.

The masters partook the same diet as the pupils, sitting in the centre of the room, and assisting in the carving. They encouraged familiar conversation (avoiding the extremes of levity or seriousness) at the meals, but on equal terms with their scholars, with the exception only of the respect involuntarily paid them.

After a short time a cow was bought, and committed to the charge of one of the elder boys. Three pigs were afterwards added to the stock, then three goats, and subsequently, poultry, and a second cow. These animals were all fed and tended, and the cows were daily milked by the pupil teachers. It seemed important that they should learn to tend animals with care and gentleness; that they should understand the habits and the mode of managing these particular animals, because the schoolmaster in a rural parish often has a common or forest-right of pasture for his cow, and a forest-run for his pig or goat, and might thus, with a little skill, be provided with the means of healthful occupation in his hours of leisure, and of providing for the comfort of his family.

Moreover, such employments were deemed important, as giving the pupils, by actual experience, some knowledge of a peasant's life, and, therefore, truer and closer sympathy with his lot. They would be able to render their teaching instructive, by adapting it to the actual condition and associations of those to whom it would be addressed. They would be in less danger of despising the labourer's daily toil in comparison

with intellectual pursuits, and of being led by their own attainments to form a false estimate of their position in relation to the class to which they belonged, and which they were destined to instruct. The teacher of the peasant's child occupies, as it were, the father's place, in the performance of duties from which the father is separated by his daily toil, and unhappily, at present, by his want of knowledge and skill. But the schoolmaster ought to be prepared in thought and feeling to do the peasant-father's duty, by having sentiments in common with him, and among these an honest pride in the labour of his hands, in his strength, his manual skill, his robust health, and the manly vigour of his body and mind.

The garden, on the arrival of our pupil teachers, was a wilderness of rubbish, withered grass, and weeds. Our first attention was directed to labours which were to insure the health of the students and pupil teachers, to invigorate their bodies, and make them strong and cheerful men. This was a matter of no mean importance. Many of the young men came to the school altogether unfitted for any common bodily exertion. Some, either from previous habits of inactivity, or from having followed some closely sedentary employment, were exceedingly weak. Slight labour in the garden produced profuse perspiration and exhaustion, or muscular cramps, pains, and even inflammation of the muscles of the chest. In two or three instances, the first attempt to labour in the garden (though cautiously commenced) brought on some slight febrile action, which confined the sufferer to the house for a day or two. Exposure to the weather was at first attended with colds or slight rheumatic attacks. In short, the young men were nearly all unaccustomed to any invigorating bodily exercise, and their first attempts to work required a certain period of transition, in which some caution was requisite.

At first, four hours were devoted every day to labour in the garden. The whole school rose at half-past five. The household-work occupied the pupil teachers altogether, and the students partially, till a quarter to seven o'clock. At a quarter to seven, they marched into the garden, and worked till a quarter to eight, when they were summoned to prayers. They then marched to the tool-house, deposited their implements, washed, and assembled at prayers at eight o'clock. At half-past eight they breakfasted. From nine to twelve they were in school. They worked at the garden from twelve to one, when they dined. They resumed their labour in the garden at two, and returned to their classes at three, where they were engaged till five, when they worked another hour in the garden. At six they supped, and spent from seven to nine in their classes. At nine, evening prayers were read, and immediately afterwards they retired to rest. The subject of the routine of study and labour will be spoken of hereafter, and subsequent alterations described; and the periods of labour and study are here briefly related in reference only to the earliest period of our proceedings.

The garden (it has been said) was a wilderness of weeds. The first care of the masters was, that it should be regularly trenched over its whole surface; and as the loam was rich and deep, the weeds were buried under three feet of soil. This trenching required vigorous exertion, as the soil had not been disturbed to that depth for many years.



The teachers laboured in the trenches, and we occasionally joined. The work, therefore, gradually restored order. As the weeds disappeared, the ground was sown with such garden seeds as would yield the most abundant and useful crop for the household consumption. Attention was this year confined to the most obvious necessities, because the state of the ground required so much labour, that little time could be bestowed in providing a variety of garden-stuff as a means of instructing the pupils in horticulture. The ground, it was expected, would be reclaimed before the ensuing spring; and at that period more comprehensive and systematic instruction in gardening was to commence.

During the past year, however, the garden has yielded almost all the vegetables and a very abundant supply of fruit for the use of the school. As the year advanced, the crops were gathered and followed by others, cabbages and turnips succeeding the potatoes and peas; and where a large crop of mangel-wurzel had been grown for the cows, a green crop was sown for their consumption in the spring. The disturbance of the soil to so great a depth appeared to have the most beneficial influence on the trees. They bent under a load of fruit, by which the boughs of some were broken ere we were aware, and other boughs had to be disencumbered and propped for their preservation.

In these labours the pupils and students rapidly gained strength. They almost all soon wore the hue of health. Their food was frugal, and they returned to it with appetites which were not easily satisfied. The most delicate soon lost all their ailments. One young man on his arrival was affected with a rheumatic inflammation of the joints, attended with signs of feebleness of constitution, which created some apprehension that this chronic inflammation would incapacitate him. Some perseverance enabled him to work in the garden, and the gymnastic exercises and drill, introduced at a later period, restored him to great muscular vigour. Another had been a tailor, and probably had seldom quitted his shopboard. His first attempts at labour in the garden occasioned inflammation of the muscles of the chest, and severe muscular pains all over the body, attended with much nervous agitation. These symptoms disappeared in about a week or ten days, after which he resumed his work in some light occupations, and by degrees became inured to the more severe, until, after some time, he was the most expert and vigorous athlete in the gymnastic exercises.

The gymnastic frame and the horizontal and parallel bars were not erected until the constitutional and muscular powers of the pupils and students had been invigorated by labour. After a few months' daily work in the garden, the drill was substituted for garden work during one hour daily. The marching exercise and extension movements were practised for several weeks; then the gymnastic apparatus was erected, and the drill and gymnastic exercises succeeded each other on alternate evenings. The knowledge of the marching exercise is very useful in enabling a teacher to secure precision and order in the movements of the classes or of his entire school, and to pay a due regard to the carriage of each child. A slouching gait is, at least, a sign of vulgarity, if it be not a proof of careless habits—of an inattention to the decency and proprieties of life, which in other matters occasion discomfort in the labourer's household. Habits of cleanliness, punctuality, and promptitude are not very compatible with indolence, nor with that care-

less lounging which frequently squanders not only the labourer's time, but his means, and leads his awkward steps to the village tavern. In giving the child an erect and manly gait, a firm and regular step, precision and rapidity in his movements, promptitude in obedience to commands, and particularly neatness in his apparel and person, we are insensibly laying the foundation of moral habits, most intimately connected with the personal comfort, and the happiness of the future labourer's family. We are giving a practical moral lesson, perhaps more powerful than the precepts which are inculcated by words. Those who are accustomed to the management of large schools know of how much importance such lessons are to the establishment of that order and quiet which is the characteristic of the Dutch schools, and which is essential to great success in large schools. A notion is prevalent in some of our English schools that a considerable noise is unavoidable, and some teachers are understood to regard the noise as so favourable a sign of the activity of the school, as even to assert, that the greater the noise the greater the intellectual progress of the scholars. The intellectual activity of the best Dutch schools is quite as great as that of any school in this country, and their average merit is exceedingly greater than that of the town schools of England; but a visitor seldom finds in a school of 700 children more than twelve persons speaking in the room at the same time, and those twelve persons are each speaking in a natural tone, and are distinctly heard. Such results do not depend solely or chiefly on the discipline of the drill-master, but they arise, in fact, from that minute attention to all the details of school organization which secures the greatest amount of attention from the pupil, with the least amount of disturbance to his fellows. In the result, however, attention to the *posture* and to the *movements* of the children is by no means an unimportant element.

The training of the pupil teachers and students in the marching exercises had not, therefore, reference solely to their own habits and health—to their own love of order, cleanliness, and propriety, but to the influence of the formation of such habits in them on their future scholars. Neither was it deemed an unimportant element of the discipline and organization of schools to enable the master to detect at a glance the cause of any disorder in inconvenient postures and ill-timed and inappropriate motions, which it is a part of the duty of an experienced master to control *by a sign*.

The gymnastic exercises were intended, in like manner, to prepare the teachers to superintend the exercises and amusements of the school playground;—to instruct the children systematically in those graduated trials of strength, activity, and adroitness, by which the muscles are developed, and the frame is prepared for sustaining prolonged or sudden efforts. The playground of the school is so important a means of separating the children from the vicious companions and evil example of the street or lane, and of prolonging the moral influence of the master over the habits and thoughts of his scholars, that expedients which increase its attractions are important, and especially those which enable the master to mingle with his scholars usefully and cheerfully. The schools of the Canton de Vaud are generally furnished with the proper apparatus for this purpose, and we frequently observed it in France and Germany.

The pupil teachers and students soon acquired considerable skill in these exercises. Their practice was interrupted by the equinoctial rains, but resumed as soon as the frost brought with it more settled weather, and will be steadily pursued. \* \*

The physical training of our charge was not confined to these labours and exercises. Occasionally Dr. Kay accompanied them in long walking excursions into the country, in which they spent the whole day in visiting some distant school or remarkable building connected with historical associations, or some scene replete with other forms of instruction. In those excursions their habits of observation were cultivated, their attention was directed to what was most remarkable, and to such facts and objects as might have escaped observation from their comparative obscurity. Their strength was taxed by the length of the excursion, as far as was deemed prudent; and after their return home they were requested to write an account of what they had seen, in order to afford evidence of the nature of the impressions which the excursion had produced.

\* Such excursions usefully interrupted the ordinary routine of the school, and afforded a pleasing variety in the intercourse between ourselves and the teachers and pupils. They spurred the physical activity of the students, and taught them habits of endurance, as they seldom returned without being considerably fatigued.

Such excursions are common to the best normal schools of Switzerland. It is very evident to the educators of Switzerland that to neglect to take their pupils forth to read the great truths left on record on every side of them in the extraordinary features of that country, would betray an indifference to nature, and to its influence on the development of the human intelligence, proving that the educator had most limited views of his mission, and of the means by which its high purposes were to be accomplished.

The great natural records of Switzerland, and its historical recollections, abound with subjects for instructive commentary, of which the professors of the normal schools avail themselves in their autumnal excursions with their pupils. The natural features of the country; its drainage, soils, agriculture; the causes which have affected the settlement of its inhabitants and its institutions; the circumstances which have assisted in the formation of the national character, and have thus made the history of their country, are more clearly apprehended by lessons gathered in the presence of facts typical of other facts scattered over hill and valley. England is so rich in historical recollections, and in the monuments by which the former periods of her history are linked with the present time, that it would seem to be a not unimportant duty of the educator to avail himself of such facts as lie within the range of his observation, in order that the historical knowledge of his scholar may be associated with these records, marking the progress of civilization in his native country. Few schools are placed beyond the reach of such means of instruction. Where they do not exist, the country must present some natural features worthy of being perused. These should not be neglected. In book-learning there is always a danger that the thing signified may not be discerned through the sign. The child may acquire words instead of thoughts. To have a clear and earnest conviction of the reality of the things signified, the object of the child's

instruction should as frequently as possible be brought under its eye. Thus, Pestalozzi was careful to devise lessons on objects in which, by actual contact with the sense, the children were led to discern qualities which they afterwards described in words. Such lessons have no meaning to persons who are satisfied with instruction by rote. But we contend that it is important to a right moral state of the intelligence that the child should have a clear perception and *vivid conviction* of every fact presented to its mind. We are of opinion that to extend the province of faith and implicit unreasoning obedience to those subjects which are the proper objects on which the perceptive faculties ought to be exercised, and on which the reason should be employed, is to undermine the basis of an unwavering faith in revelation, by provoking the rebellion of the human spirit against authority in matters in which reason is free.

To the young, the truth (bare before the sight, palpable to the touch, embodied in forms which the senses realize) has a charm which no mere words can convey, until they are recognized as the sign of the truth, which the mind comprehends. In all that relates to the external phenomena of the world, the best book is nature, with an intelligent interpreter. What concerns the social state of man may be best apprehended after lessons in the fields, the ruins, the mansions, and the streets within the range of the school. Lessons on the individual objects prepare the mind for generalizations, and for the exercise of faith in its proper province. Elementary schools, in which word teaching only exists, do not produce earnest and truthful men. The practice, prevalent in certain parts of the Highlands and Wales, of teaching the children to read English books, though they understand nothing of the English language, is about as reasonable as the ordinary mode of teaching by rote, either matters which the children do not understand, or which they do not receive with a lively conviction of their truth. The master who neglects opportunities of satisfying the intelligence of his pupil on anything that can be made obvious to the sense, must be content to find that when his lessons rise to abstractions he will be gazed upon by vacant faces. The mind will refuse a lively confidence in general truths, when it has not been convinced of the existence of the particular facts from which they are derived. From a master, accustomed to regard himself as the interpreter of nature: as the engraft of thoughts and not of words, and who is endeavouring to form the character of his pupils by inspiring them with an earnest love for truth, the pupils will gladly take much upon authority with a lively confidence. From the rote teacher they take nothing but words; he gains no confidence; it is difficult to love him, because it is not obvious what good he communicates; it is difficult to trust him, because he asks belief when he takes no pains to inspire conviction. What reverence can attach to a man teaching a Highland child to read English words, which are unmeaning sounds to him?

The excursions of the directors of the Swiss normal schools also serve the purpose of breaking for a time an almost conventual seclusion, which forms a characteristic of establishments in which the education of the habits, as well as the instruction of the intelligence, is kept in view. These excursions in Switzerland extend to several days, and even longer, in schools of the more wealthy classes. The pupils are

thus thrown in contact with actual society ; their resources are taxed by the incidents of each day ; their moral qualities are somewhat tried, and they obtain a glimpse of the perspective of their future life. It is not only important in this way to know what the condition of society is before the pupil is required to enter it, but it is also necessary to keep constantly before his eye the end and aim of education—that it is a preparation for the duties of his future life, and to understand in what respect each department of his studies is adapted to prepare him for the actual performance of those duties. For each class of society there is an appropriate education. The normal schools of Switzerland are founded on this principle. None are admitted who are not devoted to the vocation of masters of elementary schools. The three or four years of their residence in the school are considered all too short for a complete preparation for these functions. The time therefore is consumed in appropriate studies, care being taken that these studies are so conducted as to discipline and develop the intelligence ; to form habits of thought and action ; and to inspire the pupil with principles on which he may repose in the discharge of his duties.

Among these studies and objects, the actual condition of the labouring class, its necessities, resources, and intelligence, form a most important element. The teachers go forth to observe for themselves ; they come back to receive further instruction from their master. They are led to anticipate their own relations to the commune or parish in which their future school will be placed. They are prepared by instruction to fulfil certain of the communal duties which may usefully devolve upon them ; such as registrar, precentor, or leader of the church choir, and clerk to the associations of the village. They receive familiar expositions of the law affecting the fulfilment of these duties.

The benefits derived from these arrangements are great ; not only in furnishing these rural communes with men competent to the discharge of their duties, but the anticipations of future utility, and the conviction that their present studies enfold the germ of their future life, gives an interest to their pursuits, which it would be difficult to communicate, if the sense of their importance were more vague and indistinct.

To this end, in the excursions from Battersea we have been careful to enter the schools on our route, and lessons have been given on the duties attaching to the offices which may be properly discharged by a village schoolmaster, in connexion with his duty of instructing the young.

This general sketch may suffice to give an idea of the external relations of the life of a student in the training school, with the important exception of that portion of his time devoted to the acquirement of a practical knowledge of the duties of a schoolmaster in the village school. This may be more conveniently considered in connexion with the intellectual pursuits of the school. We now proceed to regard the school as a *household*, and to give a brief sketch of its familiar relations.

The period which has elapsed since the school was assembled is much too brief to enable us fully to realize our conception of such a household among young persons, to the majority of whom the suitable example had perhaps never been presented.

The most obvious truth lay at the threshold—a family can only subsist harmoniously by mutual love, confidence, and respect. We did

not seek to put the tutors into situations of inaccessible authority, but to place them in the parental seat, to receive the willing respect and obedience of their pupils, and to act as the elder brothers of the young men. The residence of one of us for a certain period, in near connexion with them, appeared necessary to give that tone to the familiar intercourse which would enable the tutors to conduct the instruction, and to maintain the discipline, so as to be at once the friends and guides of their charge.

It was desirable that the tutors should reside in the house. They rose at the same hours with the scholars (except when prevented by sickness), and superintended more or less the general routine. Since the numbers have become greater, and the duties more laborious, it has been found necessary that the superintendence of the periods of labour should be committed to each tutor alternately. They have set the example in working, frequently giving assistance in the severest labour, or that which was least attractive.

In the autumn, some extensive alterations of the premises were to a large extent effected by the assistance of the entire school. The tutors not only superintended but assisted in the work. Mr. Tate contributed his mechanical knowledge, and Mr. Horne assisted in the execution of the details. In the cheerful industry displayed on this and on other similar occasions we have witnessed with satisfaction one of the best fruits of the discipline of the school. The conceit of the pedagogue is not likely to arise among either students or masters who cheerfully handle the trowel, the saw, or carry mortar in a hod to the top of the building; such simplicity of life is not very consistent with that vanity which occasions insincerity. But freedom from this vice is essential to that harmonious interchange of kind offices and mutual respect which we were anxious to preserve.

The diet of the household is simple. The fruits and vegetables of the garden afford the chief variety without luxury. The teachers sit in the midst of their scholars. The familiar intercourse of the meals is intended to be a means of cultivating kindly affections, and of insuring that the example of the master shall insensibly form the habits of the scholar. Every day confirms the growing importance of these arrangements.

It has been an object of especial care that the morning and evening prayers should be conducted with solemnity. A hall has been prepared for this service, which is conducted at seven o'clock every morning in that place. A passage of Scripture having been read, a portion of a psalm is chanted, or they sing a hymn; and prayers follow, generally from the family selection prepared by the Bishop of London. The evening service is conducted in a similar manner. The solemnity of the music, which is performed in four parts, is an important means of rendering the family devotion impressive. We trust that the benefits derived from these services may not be transient, but that the masters reared in this school will remember the household devotions, and will maintain in their own dwellings and schools the family rite with equal care.

Quiet has been enjoined on the pupils in retiring to rest.

The Sunday has been partially occupied by its appropriate studies. The services of the church have been attended morning and evening;

and, besides a certain period devoted to the study of the formularies, the evening has been spent in writing out from memory a copious abstract of one of the sermons. At eight o'clock these compositions have been read and commented upon in the presence of the whole school; and a most useful opportunity has been afforded for religious instruction, besides the daily instruction in the Bible. Mr. Eden has likewise attended the school on Friday, and examined the classes in their acquaintance with the Holy Scriptures and formularies of the Church.\* The religious department, generally, is under his superintendence.

The skill which they have acquired in singing has enabled Mr. Eden to create from the school a choir for the village church, increasing the solemnity of the services by the manner in which the sacred music is performed.

The household and external life of the school are so interwoven with the lessons, that it becomes necessary to consider some of their details together, before the intellectual instruction is separately treated.

The boys who were selected as apprentices were rather chosen on account of their characters than their acquirements, which were very meagre. The young men who have been admitted as students have frequently been found even worse prepared than the boys of thirteen years of age, chiefly brought from Norwood, though some of these young men have been in charge of village and workhouse schools. Their acquaintance even with rudimental knowledge would not bear the test of slight examination. With pupils and students alike, it was therefore found necessary to commence at an early stage of instruction, and to furnish them with the humblest elements of knowledge. The time which has elapsed since the school has opened ought therefore to be regarded as a preparatory period, similar to that which, in Germany, is spent from the time of leaving the primary school to sixteen, the period of entering the normal school, in what is called a preparatory training school.

As such preparatory schools do not exist in this country, we had no alternative. We selected the boys of the most promising character, and determined to wade through the period of preparation, and ultimately to create a preparatory class in the school itself. Our design was to examine the pupils of this class at the end of the first year, and to grant to such of them as gave proof of a certain degree of proficiency a certificate as *Candidates* of the training school. At the end of the second year's course of instruction, it is intended that a second examination shall occur, in which proficient students may obtain the certificate of *Scholar*; and at the close of the ordinary course, in the third year, another examination is to be held, in which the certificate of *Master* will be conferred on those who have attained a certain rank intellectually, and who support their claims by a correct moral deportment.

The means of determining this proficiency will be described hereafter.

Training schools, developed on this design, would therefore consist of—

1. Preparatory classes of students and pupils.
2. A class of Candidates.
3. A class of Scholars.

And some students, who had obtained the certificate of Master, might remain in the school in preparation for special duties as the Masters of important *district schools*, or as Tutors in other training schools. These students would constitute

#### 4. A class of Masters.

Hitherto the training school has not passed the preparatory stage. No certificate of candidateship has been granted; and the examination of the qualifications of the students and pupils, by which they can acquire this certificate, will not occur till the end of March, at which period a certain number will have resided a year in the establishment. Another examination may probably take place on the 30th of June, and other certificates of candidateship may then be distributed to those who came to the school between March and June of last year.

The routine of preparatory classes was at an early period arranged according to the annexed table, which regulated the daily lessons of the school until the members of the first class were employed as pupil-teachers in assisting in the instruction of the village school.



## DAILY ROUTINE.

Half-past 5. Quarter to 6. Quarter to 7. Quarter to 8. 8. . . . . After prayer. Half-past 8.	Rise, wash, dress, and make beds. Household work, viz., scouring and sweeping floors, cleaning grates, shoes, knives, &c., pumping water, and preparing vegetables. March into garden and commence garden work, feed pigs, poultry, and milk cows. March from garden, deposit tools, and wash. Reading of Scriptures and prayer. (In the spring half an hour was commonly occupied in a familiar exposition of the passage of Scripture read.) Superintendents present reports. Breakfast.
9 to half-past 9.	Classes united.
Half-past 9 to half-past 10. Half-past 10 to 11.	First class. Second class. First class. Second class. Classes united.
11 to 12 . .	
12 to 1 . . . Quarter-past 1.	Garden work, feeding the animals, &c. &c. March to the house at 1, wash and prepare for dinner. Dinner.

MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
Reading in the Bible and religious instruction. Old Testament history.	Reading in the Bible and religious instruction. The Gospels.	Reading in the Bible and religious instruction. The Acts of the Apostles.	Reading in the Bible and religious instruction. The Epistles.	Committing to memory texts of Scripture.	Committing to memory texts of Scripture, or examination on the Scriptural reading of the week.
Mechanics. Arithmetic. Mental arithmetic.	Arithmetic. Mechanics. Etymology.	Mechanics. Arithmetic. Mental Arithmetic.	Arithmetic. Mechanics. Etymology.	Mechanics. Arithmetic. Mental arithmetic.	Weekly examination. Ditto.
Etymology. Geography.	Mental Arithmetic. Geography.	Etymology. Music.	Mental arithmetic. Geography.	Etymology. Geography.	Music.

DAILY ROUTINE—continued.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
2 to 3 . .	Classes united. Mechanical drawing.	Map drawing.	Mechanical drawing.	Common and isometrical perspective, Use of the globes	Map drawing.	Weekly examination.
3 to 4 . .	Algebra. Grammar.	Use of the globes.	Mensuration.	Grammar.	Algebra. Grammar.	Ditto.
4 to 5 . .	Natural history of birds. Ditto.	Grammar. Committing to memory arithmetical tables and rules of grammar, or mechanical formulæ.	Object lesson. .	Committing to memory arithmetical tables and rules of grammar, or mechanical formulæ.	Committing to memory.	Ditto.
5 . . . .	March to garden-work, feed pigs, poultry, &c., and milk cows.					
6 . . . .	March from garden, wash, and prepare for supper.					
Quarter-past 6.	Supper.					
7 . . . .	Drill and gymnastic exercises.					
8 . . . .	Copying music or notes on geography, or mechanical formulæ, in the upper class room. During this period the History of England is read aloud. Another class practising singing in the lower class room.					
9 . . . .	Reading of Scriptures and prayer.					
20 minutes past 9.	Retire to rest.					
	SUNDAY.					
	After divine service one of the sermons of the day is written from memory. In the evening the compositions are read and commented upon, and the Catechism or some other portion of the formularies of the church is repeated, with texts of Scripture illustrating it. Some of the elder students teach in the village Sunday-school.					

The weekly examination was conducted orally during the day, until Dr. Kay's engagements in town rendered it necessary that some other method of examination should be adopted. As soon, therefore, as the attainments of the students and pupils appeared to warrant the experiment, an hour was daily appropriated to examination by means of questions written on the board before the class, the replies to which were worked on paper, in silence, in the presence of one of the tutors. This hour is, on successive days of the week, appropriated to different subjects; viz., grammar, etymology, arithmetic, mensuration, algebra, mechanics, geography, and biblical knowledge. The examination papers are then carefully examined by the tutor to whose department they belong, in order that the value of the reply to each question may be determined in reference to mean numbers, 3, 4, 5, and 6. These mean numbers are used to express the comparative difficulty of every question, and the greatest merit of each reply is expressed by the numbers 6, 8, and 10 and 12 respectively, the lowest degree of merit being indicated by 1.

The sum of the numbers thus attached to each answer is entered in the examination-book, opposite to the name of each pupil. These numbers are added up at the end of the week, and reduced to an average by dividing them by the number of days of examination which have occurred in the week. In a similar manner, at the end of the month, the sum of the weekly averages is, for the sake of convenience, reduced by dividing them by four; and a convenient number is thus obtained, expressing the intellectual progress of each boy. These numbers are not published in the school, but are reserved as an element by which we may be enabled to award the certificates of Candidate, Scholar, and Master.

The examination-papers are in our possession after the close of each week, and we select certain of them for our special examination, in order that we may form an opinion of the intellectual progress of each pupil.

The examination for the quarterly certificates will necessarily also include the inspection of the writing, drawings, abstracts, and compositions. Oral examination will be required to ascertain the degree of promptitude and ease in expression of each pupil. They will likewise be required to give demonstrations of problems in arithmetic, algebra, and mechanics, on the black-board; to describe the geography of a district in the form of a lecture, and to conduct a class before us, ere we award the certificates.

The examination of the pupils will gradually rise in importance, and the quarterly examinations will be marked by a progressive character, leading to the three chief examinations for the certificates of Candidate, Scholar, and Master, which will be distinguished from each other, both as respects the nature and number of the acquirements, and by the degree of proficiency required in some branches which will be common to the three periods of study.

In another department of registration we have thought it important to avoid certain errors of principle to which such registers appear to be liable. We have been anxious to have a record of some parts of moral conduct connected with habits formed in the school, but we have not attempted to register *moral merit*. Such registers are at best wary

difficult to keep. They occasion rivalry, and often hypocrisy. On this account we did not deem it advisable to require that they should be kept; but it was important that we should be informed of certain errors interfering with the formation of habits of punctuality, industry, cleanliness, order, and subordination; and registers were devised for noting deviations from propriety in these respects. First, a *time-book* is directed to be kept, in which the observance of the hour of rising, and of the successive periods marked in the routine of the school is noted, in order that any general cause of aberration may meet the eye at once. Secondly, one book is kept by the superintendents appointed from among the students to respect the *household work above stairs*, another in relation to the *household work below stairs*, and a third by the tutor having charge of *out-door labour*. In these books the duties assigned to each pupil are entered opposite to his name. The superintendent, at the expiration of the period allotted to the work, marks in columns under each of the following heads,—Subordination, Industry, Cleanliness, Order,—the extent of deviation from propriety of conduct by numbers varying from 1 to 4.

The register of punctuality in classes is kept by writing opposite to each pupil's name the number of minutes which elapse after the proper period before he enters the class. The sum of the numbers recorded in these books denotes the extent of errors in habits and manners into which any of the pupils fall, and directs our attention to the fact. Such records would, in connexion with the results of the examinations, enable us to determine whether, in reference to each period, a certificate of *Candidate*, *Scholar*, or *Master*, of the *first*, *second*, or *third* degree, should be granted.

The reports of the superintendents are presented to Dr. Kay immediately after morning prayers. The record is read in the presence of the school, and any appeal against the entry heard. At this period the relation which the entire discipline holds to the future pursuits of the pupils is from time to time made familiar to them by simple expositions of the principles by which it is regulated.

The tendency towards any error in the general conduct is indicated by the registers, and is at this period, if necessary, made the subject of mild expostulation.

Such expostulations have been needed in relation to such *precision* in the orderly management of the detail of *work* and *household service* as can perhaps only be attained by greater experience than the pupils have yet enjoyed.

The superintendents are chosen from among those students who appear to possess the requisite qualifications. We thus possess an unexceptionable means of distinguishing with offices of trust those in whom we can place most confidence, and of preparing them for the discharge of their future duties by accustoming them to a mild vigilance, to fidelity, impartiality, and firmness. On the other hand, the rest of the pupils learn subordination to those who, on account of these qualifications, exercise a limited degree of control over them, and are thus prepared to occupy subordinate positions if it be found necessary that they should be employed as assistants.

The special training of those who may hereafter take charge of district schools for pauper children has been fulfilled, by charging certain

of the superintendents with other details of the domestic arrangements. For this purpose a Steward has been appointed among the young men, who has cut and weighed the provisions, and kept accounts resembling the "Provision Consumption Account" of a workhouse. The dietary has been found to preserve the pupils and students in florid health, under the physical and mental activity in which they have lived.

The dietary is hung in the steward's room, and guides him in cutting the rations for each meal.

It does not indicate the amount of vegetables and fruit in pies which are consumed; and it ought to be remarked that the fruit pies and vegetables have formed a wholesome and considerable part of the food of the household, which has perhaps been enjoyed with the greater relish as it is the product of the labours in the garden.

The influenza of the spring has been the only sickness which has occurred in the house, excepting those ailments which some of the students brought with them, and which disappeared as soon as they were accustomed to the routine of labour and instruction. Instead of sickness, numerous signs of increased strength, activity, and vigour are observed, which confirm the views by which the diet and the alternations of employment and study have been regulated.

This is the *household life* of the school. In proceeding to speak of the intellectual training, we premise that this report affords little opportunity for an explanation of the principles which have determined and regulated the preparatory course of instruction, and that we do not intend to anticipate the course which will be pursued in the future periods of study for the certificates of *Scholar* and *Master*. The questions which beset every step of this path could only be properly discussed in a work on pedagogy, resembling the numerous German publications on this subject. Brief hints only of these principles can find a place in the remarks we have to offer on the preparatory course.

The students have been stimulated in their application by a constant sense of the practical utility of their intellectual labours. After morning prayers, they are from day to day reminded of the connexion between their present and future pursuits, and informed how every part of the discipline and study has a direct relation to the duties of a schoolmaster. The conviction thus created becomes a powerful incentive to exertion, which might be wanting if those studies were selected only because they were important as a discipline of the mind.

The sense of practical utility seems as important to the earnestness of the student as the lively conviction attending object teaching in the early and simplest form of elementary instruction. In the earliest steps an acquaintance with the real is necessary to lively conceptions of truth, and at a later period a sense of the value of knowledge resulting from *experience* inspires the strongest conviction of the dignity and importance of all truth, where its immediate practical utility is not obvious.

Far therefore from fearing that the sense of the practical utility of these studies will lead the students to measure the value of all truth by a low standard, their pursuits have been regulated by the conviction, that the most certain method of attaining a strong sense of the value of truths, not readily applicable to immediate use, is to ascertain by experience the importance of those which can be readily measured by the

standard of practical utility. Thus we approach the conception of the momentum of a planet moving in its orbit, from ascertaining the momentum of bodies whose weight and velocity we can measure by the simplest observations. From the level of the experience of the practical utility of certain common truths, the mind gradually ascends to the more abstract, whose importance hence becomes more easily apparent, though their present application is not obvious, and in this way the thoughts most safely approach the most difficult abstractions.

In the humble pursuits of the preparatory course, a lively sense of the utility of their studies has likewise been maintained by the method of instruction adopted. Nothing has been taught *dogmatically*, but everything by the combination of the simplest elements: *i. e.*, the course which a discoverer must have trod has been followed, and the way in which truths have been ascertained pointed out by a synthetical demonstration of each successive step. The labour of the previous analysis of the subject is the duty of the teacher, and is thus removed from the child.

The preparatory course is especially important, because the pupil's instruction is conducted on the principles which will guide him in the management of his own school. Having ascertained what the pupil knows, the teacher endeavours to lead him by gentle and easy steps from the known to the unknown. The instruction, in the whole preparatory course, is chiefly oral, and is illustrated, as much as possible, by appeals to nature, and by demonstrations. Books are not resorted to until the teacher is convinced that the mind of his pupil is in a state of healthful activity; that there has been awakened in him a lively interest in truth, and that he has become acquainted practically with the inductive method of acquiring knowledge. At this stage the rules, the principles of which have been orally communicated, and with whose application he is familiar, are committed to memory from books, to serve as a means of recalling more readily the knowledge and skill thus attained. This course is Pestalozzian, and, it will be perceived, is the reverse of the method usually followed, which consists in giving the pupil the rule first. Experience, however, has confirmed us in the superiority of the plan we have pursued. Sometimes a book, as for example a work on Physical Geography, is put into his hands, in order that it may be carefully read, and that the student may prepare himself to give before the class a verbal abstract of the chapter selected for this purpose, and to answer such questions as may be proposed to him, either by the tutor or by his fellows. During the preparatory course exercises of this kind have not been so numerous as they will be in the more advanced stages of instruction. Until habits of attention and steady application had been formed, it seemed undesirable to allow to the pupils hours for self-sustained study, or voluntary occupation. Constant superintendence is necessary to the formation of correct habits, in these and in all other respects, in the preparatory course. The entire day is therefore occupied with a succession of engagements in household work and out-door labour, devotional exercises, meals, and instruction. Recreation is sought in change of employment. These changes afford such pleasure, and the sense of utility and duty is so constantly maintained, that recreation in the ordinary sense is not needed. Leisure from such occupations is never sought excepting to

write a letter to a friend, or occasionally to visit some near relative. The pupils all present an air of cheerfulness. They proceed from one lesson to another, and to their several occupations, with an elasticity of mind which affords the best proof that the mental and physical effects of the training are auspicious.

In the early steps towards the formation of correct habits, it is necessary that (until the power of self-guidance is obtained) the pupil should be constantly under the eye of a master, not disposed to exercise authority so much as to give assistance and advice. Before the habit of self-direction is formed, it is therefore pernicious to leave much time at the disposal of the pupil. Proper intellectual and moral aims must be inspired, and the pupil must attain a knowledge of the mode of employing his time with skill, usefully, and under the guidance of right motives, ere he can be properly left to the spontaneous suggestions of his own mind. Here, therefore, the moral and the intellectual training are in the closest harmony. The formation of correct habits, and the growth of right sentiments, ought to precede such confidence in the pupil's powers of self-direction, as is implied in leaving him either much time unoccupied, or in which his labours are not under the immediate superintendence of his teacher.

In the preparatory course, therefore, the whole time is employed under superintendence, but towards the close of the course a gradual trial of the pupil's powers of self-guidance is commenced; first, by intrusting him with certain studies unassisted by the teacher. Those who zealously and successfully employ their time will, by degrees, be intrusted with a greater period for self-sustained intellectual or physical exertion. Further evidence of the existence of the proper qualities will lead to a more liberal confidence, until habits of application and the power of pursuing their studies successfully, and without assistance, are attained.

The subjects of the preparatory course were strictly rudimental. It will be found that the knowledge obtained in the elementary schools now in existence is a very meagre preparation for the studies of a training school for teachers. Until the elementary schools are improved it will be found necessary to go to the very roots of all knowledge, and to re-arrange such knowledge as the pupils have attained, in harmony with the principles on which they must ultimately communicate it to others. Many of our pupils enter the school with the broadest provincial dialect, scarcely able to read with fluency and precision, much less with ease and expression. Some were ill-furnished with the commonest rules of arithmetic, and wrote clumsily and slowly.

They have been made acquainted with the *phonic* method of teaching to read practised in Germany. Their defects of pronunciation have been corrected to a large extent by the adoption of this method, and by means of deliberate and emphatic syllabic reading, in a well sustained and correct tone. The principles on which the *laut* or *phonic* method depends have been explained at considerable length as a part of the course of lessons on method which has been communicated to them, and they will commence the practice of this method in the village school as soon as the lesson-books now in course of printing are published.

We have deemed it of paramount importance that they should acquire a thorough knowledge of the elements and structure of the English language. The lessons in reading were in the first place made the means of leading them to an examination of the structure of sentences, and practical oral lessons were given on grammar and etymology according to the method pursued by Mr. Wood in the Edinburgh Sessional School. The results of these exercises were tested by the lessons of dictation and of composition which accompanied the early stages of this course, and by which a lively sense of the utility of a knowledge of grammatical construction and of the etymological relations of words was developed. As soon as this feeling was created, the oral instruction in grammar assumed a more positive form. The theory on which the rules were founded was explained, and the several laws when well understood were dictated in the least exceptionable formulæ, and were written out and committed to memory. In this way they proceeded through the whole of the theory and rules of grammar before they were intrusted with any book on the subject, lest they should depend for their knowledge on a mere effort of the memory to retain a formula not well understood.

At each stage of their advance, corresponding exercises were resorted to, in order to familiarize them with the application of the rules.

When they had in this way passed through the ordinary course of grammatical instruction, they were intrusted with books, to enable them to give the last degree of precision to their conceptions.

In etymology the lessons were in like manner practical and oral. They were first derived from the reading-lessons of the day, and applied to the exercises and examinations accompanying the course, and, after a certain progress had been made, their further advance was ensured by systematic lessons from books.

A course of reading in English literature, by which the taste may be refined by an acquaintance with the best models of style, and with those authors whose works have exercised the most beneficial influence on the mind of this nation, has necessarily been postponed to another part of the course. It, however, forms one of the most important elements in the conception of the objects to be attained in a training school, that the teacher should be inspired with a discriminating but earnest admiration for those gifts of great minds to English literature which are alike the property of the peasant and the peer; national treasures which are among the most legitimate sources of national feelings.

A thorough acquaintance with the English language can alone make the labouring class accessible to the best influence of English civilization. Without this, lettered men will find it difficult if not impossible to teach the vulgar.

Those who have had close intercourse with the labouring classes, well know with what difficulty they comprehend words not of a Saxon origin, and how frequently addresses to them are unintelligible from the continual use of terms of a Latin or Greek derivation; yet the daily language of the middling and upper classes abounds with such words—many of the formularies of our church are full of them, and hardly a sermon is preached which does not in every page contain numerous examples of their use. Phrases of this sort are so na-



turalized in the language of the educated classes, that entirely to omit them has the appearance of pedantry and baldness, and even disgusts persons of taste and refinement. Therefore, in addressing a mixed congregation, it seems impossible to avoid using them, and the only mode of meeting the inconvenience alluded to is to instruct the humbler classes in their meaning. The method we have adopted for this purpose has been copied from that first introduced in the Edinburgh Sessional Schools; every compound word is analyzed, and the separate meaning of each member pointed out, so that, at present, there are few words in the English language which our pupils cannot thoroughly comprehend, and from their acquaintance with the common roots and principles of etymology, the new compound terms, which the demands of civilization are daily introducing, are almost immediately understood by them. We believe, that there are few acquirements more conducive to clearness of thought, or that can be more usefully introduced into common schools, than a thorough knowledge of the English language, and that the absence of it gives power to the illiterate teacher and demagogue, and deprives the lettered man of his just influence.

Similar remarks might be extended to style. It is equally obvious that the educated use sentences of a construction presenting difficulties to the vulgar which are frequently almost insurmountable. It is, therefore, not only necessary that the meaning of words should be taught on a logical system in our elementary schools, but that the children should be made familiar with extracts from our best authors on subjects suited to their capacity. It cannot be permitted to remain the opprobrium of this country that its greatest minds have bequeathed their thoughts to the nation in a style at once pure and simple, but still inaccessible to the intelligence of the great body of the people.

In *writing*, they were trained, as soon as the various books could be prepared, according to the method of Mulhauser, which was translated and placed in the hands of the teachers for that purpose.

It is unnecessary to describe, in this place, a method of which the details will soon be accessible in the manual now printing.

\* It may be sufficient here to remark that both these methods are eminently synthetical. They depend for their success on the delicacy of the analysis which they put into the hands of the teacher, and by which they enable him to present the simplest elements of knowledge first, and then to proceed in a regularly graduated series to those combinations which, if presented in the first instance, would occasion the pupil much difficulty and consequent discouragement.

In like manner, in *arithmetic*, it has been deemed desirable to put them in possession of the pre-eminently synthetical method of Pestalozzi. As soon as the requisite tables and series of lessons, analyzed to the simplest elements, could be procured, the principles on which complex numerical combinations rest were rendered familiar to them, by leading the pupils through the earlier course of Pestalozzi's lessons on numbers, from simple unity to compound fractional quantities; connecting with them the series of exercises in mental arithmetic which they are so well calculated to introduce and to illustrate. The use of such a method dispels the gloom which might attend the most expert

use of the common rules of arithmetic, and which commonly afford the pupil little light to guide his steps off the beaten path illuminated by the rule.

The analysis in the lessons of Pestalozzi is so minute as to inspire all minds, who have attained a certain knowledge of number by other means, with a doubt whether time may not be lost by tracing all the minute steps of the analytical series over which his lessons pass. The opposite practice of dogmatic teaching is so ruinous, however, to the intellectual habits, and so imperfect a means of developing the intelligence, that it ought, we think, at all expense of time, to be avoided. With this conviction, the method of Pestalozzi has been diligently pursued.

Whilst these lessons have been in progress, the common rules of arithmetic have been examined by the light of this method. Their theory has been explained, and by constant practice the pupils have been led to acquire expertness in them, as well as to pursue the common principles on which they rest, and to ascertain the practical range within which each rule ought to be employed. The ordinary lessons on mental arithmetic have taken their place in the course of instruction separately from the peculiar rules which belong to Pestalozzi's series.

These lessons also prepared the pupils for proceeding at an early period in a similar manner with the elements of algebra, and with practical lessons in mensuration and land surveying.

These last subjects were considered of peculiar importance, as comprising one of the most useful industrial developments of a knowledge of the laws of number. Unless, in elementary schools, the instruction proceed beyond the knowledge of abstract rules, to their actual application to the practical necessities of life, the scholar will have little interest in his studies, because he will not perceive their importance, and, moreover, when he leaves the school, they will be of little use, because he has not learned to apply his knowledge to any purpose. On this account boys, who have been educated in common elementary schools, are frequently found, in a few years after they have left, to have forgotten the greater part even of the slender amount of knowledge they had acquired.

The use of arithmetic to the carpenter, the builder, the labourer, and artisan, ought to be developed by teaching mensuration and land surveying in elementary schools. If the scholars do not remain long enough to attain so high a range, the same principle should be applied to every step of their progress. The practical application of the simplest rules should be shown by familiar examples. As soon as the child can count, he should be made to count objects, such as money, the figures on the face of a clock, &c. When he can add, he should have before him shop-bills, accounts of the expenditure of earnings, accounts of wages. In every arithmetical rule similar useful exercises are a part of the art of a teacher, whose sincere desire is to fit his pupil for the application of his knowledge to the duties of life, the preparation for which should be always suggested to the pupil's mind as a powerful incentive to action. These future duties should be always placed in a cheering and hopeful point of view. The mere repetition

of a table of numbers has less of education in it than a drill in the balance-step.

Practical instruction in the *book-keeping* necessary for the management of the household was for these reasons given to those who acted as stewards; accounts were kept of the seeds, manure, and garden produce, &c., as preparatory to a course of book-keeping, which will follow.

\*The recently rapid development of the industry and commerce of this country by machinery creates a want for well-instructed mechanics, which in the present state of education it will be difficult adequately to supply. The steam-engines which drain our coal-fields and mineral veins and beds; which whirl along every railroad; which toil on the surface of every river, and issue from every estuary, are committed to the charge of men of some practical skill, but of mean education. The mental resources of the classes who are practically intrusted with the guidance of this great development of national power should not be left uncultivated. This new force has grown rapidly, in consequence of the genius of the people, and the natural resources of this island, and in spite of their ignorance. But our supremacy at sea, and our manufacturing and commercial prosperity (inseparable elements) depend on the successful progress of those arts by which our present position has been attained.

On this account we have deemed inseparable from the education of a schoolmaster a knowledge of the *elements of mechanics* and of the laws of heat, sufficient to enable him to explain the structure of the various kinds of steam-engines in use in this country. This instruction has proved one of the chief features even of the preparatory course, as we feared that some of the young men might leave the establishment as soon as they had obtained the certificates of candidates, and we were unwilling that they should go forth without some knowledge at least of one of the chief elements of our national prosperity, or altogether with-

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\* It is somewhat remarkable that since this paragraph was written I should have received a letter from one of the principal directors of a railway company, in which he informs me that the frequent recurrence of accidents had induced the directors of the railway to make a careful examination into their causes. The directors rose from this inquiry convinced that these accidents were, to a large extent, attributable to the ignorance of the men whom they had been obliged to employ as engineers, for the want of better; and to the low habits of these men, who, though they do not subject themselves to dismissal by such a defiance of regulations as to be found "*drunk*," are in the habit of stupefying themselves with brand-drinking! The directors of the company had determined, that the proper remedy for these evils was, to provide amusement and instruction for their men at night, and application has since been made to Mr. Tate, the tutor in mechanics, &c., in the training-school, to afford his assistance in delivering lectures on mechanics to the engineers, stokers, and other servants of the company. A large room has been provided for these purposes, and it is understood to be the intention of the company to draw their servants to this room by such amusements as may be more attractive than the tavern—to excite their attention to subjects of instruction appropriate to their duties by a series of popular lectures—and then to open classes, when they may learn mechanics, and such of the elements of natural science as may be useful to them in their calling.

As a part of the amusements, application was made by one of the directors to Mr. Hullah to open a class like those of the artisans of Paris, and to instruct them singing on the method of Wilhem.—J. P. KAY.

out power to make the working man acquainted with the great agent, which has had more influence on the destiny of the working classes than any other single fact in our history, and which is probably destined to work still greater changes.

Knowledge and national prosperity are here in strict alliance. Not only do the arts of peace—the success of our trade—our power to compete with foreign rivals—our safety on our railways and in our steamships—depend on the spread of this knowledge, but the future defence of this country from foreign aggression can only result from our being superior to every nation in those arts. The schoolmaster is an agent despised at present, but whose importance for the attainment of this end will, by the results of a few years, be placed in bold relief before the public.

The tutor to whom the duty of communicating to the pupils a knowledge of the laws of motion, of the mechanical powers and contrivances, and of the laws of heat, was committed, was selected because he was a self-educated man, and was willing to avail himself of the more popular methods of demonstration, and to postpone the application of his valuable and extensive mathematical acquirements. By his assistance, the pupils and students have been led through a series of demonstrations of mechanical combinations, until they were prepared to consider the several parts of the steam-engine, first separately, and in their successive developments and applications, and they are at present acquainted with the more complex combinations in the steam-engines now in use, and with the principles involved in their construction and action.

In *geography* it has been deemed important that the tutors should proceed by a similar method. The lessons on land-surveying have familiarized the pupils with the nature and uses of maps. As one development of the art of drawing, they have been practised in map-drawing. For this purpose, among other expedients, the walls of one class-room have been prepared with mastic, in order that bold projections of maps might be made on a great scale.

Physical geography has been deemed the true basis of all instruction in the geography of industry and commerce, which ought to form the chief subject of geographical instruction in elementary schools. The tutor has first endeavoured to convince the pupils that nothing which presents itself to the eye in a well-drawn map is to be regarded as accidental: the boldness of the promontories; the deep indenture of the bays; the general bearings of the coast; are all referable to natural laws. In these respects the eastern and western coasts of England are in striking contrast, in appearance, character, and in the circumstances which occasion their peculiarities. The physical geography of England commences with a description of the elevation of the mountain ranges, the different levels, and the drainage of the country. The course, rapidity, and volume of the rivers are referable to the elevation and extent of the country which they drain. From the climate, levels, and drainage, with little further matter, the agricultural tracts of the country may be indicated, and when the great coal-fields and the mineral veins and beds, the depth of the bays and rivers are known, the distribution of the population is found to be in

strict relation to certain natural laws. Even the ancient political divisions of the country are, on inspection, found to be in close dependence on its drainage. The counties are river basins, which were the first seats of tribes of population. If any new political distribution were to be made, it would necessarily, in like manner, be affected by some natural law, which it is equally interesting and useful to trace.

Geography, taught in this way, is a constant exercise to the reasoning powers. The pupil is led to trace the mutual dependence of facts, which, in ordinary instruction, are taught as the words of a vocabulary. Geography taught in the ordinary way is as reasonable an acquisition as the catalogue of a museum, which a student might be compelled to learn as a substitute for natural history. A catalogue of towns, rivers, bays, promontories, &c., is even less geography than the well arranged catalogue of a museum is natural history, because the classification has a logical meaning in the latter case, which is absent in the former.

The intelligent tutor should feel himself bound to acquire sufficient knowledge to explain to his pupil the mutual dependence of the facts which the map presents to the eye. Thus it is easy to explain why certain tracts are rich pastures, why others are arable; to account for the climate, productions, industry, and commerce of such a county as Lancashire, and to read its history in the natural features of its hills, valleys, streams, coal-bed, rivers, and western site. London, originally the outport to Europe, now the outport to the world, presents a great problem, equally instructing and useful to work, compared with which the facts of its being the capital of England, and situated on the Thames, (ordinarily taught,) are as the cipher detached from a numerical power. Its tidal river carrying vessels into the heart of the land; its position in relation to the old Norman possessions of the conquerors of this country; its subsequent position between the commerce of Europe and the richest tracts of England; the facilities which it affords equally for commerce with the East and the West Indies; the resources it derives from the Northumberland and Durham coal-fields, without which its prosperity would suffer a grievous blow from the rivalry of other outports to which coal-beds are readily accessible: these, and a multitude of other considerations, too numerous to relate in this place, constitute that lesson in geography which the mention of London suggests. Its very place in the map is determined by natural laws of the most positive character, and capable of strict definition.

Every county in England and Scotland is treated inductively in this manner, and its productions, the distribution of its population, &c., are referred to the operation of the natural laws, on which, in the beneficent providence of God towards our country, they are dependent.

In like manner, but in more general terms, the great streams of our commerce are described and accounted for. The colonies of England form the first step beyond this country, and beyond a general description of the world; and then follow those nations with which we have the most intimate commercial connexion.

This geography is examined in relation to the great commercial activity of England, and the influence of our industry on the Christian civilization of the world.

In like manner, the great internal changes of the country are accounted for. The spread of agriculture over previously barren

tracts; the drainage of former marshes; the influence of the coal-fields in creating great vortices of trade to which all the domestic manufactures are drawn; the laws affecting the importance of the respective outports, &c. &c.; are topics of important illustrations.

For the delivery of this course of instruction the present books and maps are found exceedingly defective. No good school-books on geography exist, and the maps at present in use are mere outlines, neglecting most of the great features of physical geography, which is the basis, first, of the geography of commerce and industry, and then (in a natural series) of that statistical and political geography which should form a prominent element of the instruction given in schools for the middle classes.

Maps are wanted, in which the elevation and drainage of the country should be faithfully delineated, giving the chief coal-fields and mineral veins and beds; containing the soundings of the coast and harbours, and the chief means of internal commercial communication, such as canals, railroads, &c. On this basis should be depicted in colour the great agricultural tracts, as distinguished by soils; and the seats of the chief manufactures. Along the coast the chief streams of commerce should be shown; the fisheries; and the comparative amount of tonnage entering every port. The use of a few symbols would convey much important information respecting our internal relations.

Geographies should be prepared adapted to the use of such maps both by the teacher and by his scholars.

If such maps and books had been in existence, the tutors of the training school would have been spared much labour, and the progress of their pupils would have been both more rapid and more satisfactory.

As a department of geographical instruction, the elements of the use of the globes in connexion with nautical astronomy has been cultivated with some diligence.

The further progress of the pupils in the geography of commerce and industry will be accelerated by the lectures which will now be delivered three days in the week by Mr. Hughes, one of the Professors of the College of Engineers, who has been appointed lecturer on this subject.

The outlines only of the history of England have been read, as preparatory to a course of instruction in English history, which is to form one of the studies of the second year. The history of England has been read in the evening as an exercise in the art of reading, and the examinations which have followed have been adapted only to secure general impressions as to the main facts of our history. In the second year's course it is hoped that this general knowledge will be found useful.

Skill in *drawing* was deemed essential to the success of a school-master. Without this art he would be unable to avail himself of the important assistance of the black board, on which his demonstrations of the objects of study ought to be delineated. His lessons on the most simple subjects would be wanting demonstrative power, and he

would be incapable of proceeding with lessons in mechanics, without skill to delineate the machines of which his lessons treated.

The arts of design have been little cultivated among the workmen of England. Whoever has been accustomed to see the plans of houses and farm buildings, or of public buildings of a humble character from the country, must know the extreme deficiency of our workmen in this application of the art of drawing, where it is closely connected with the comfort of domestic life, and is essential to the skillful performance of public works. The survey now in progress under the Tithe Commissioners affords abundant evidence of the want of skill in map-drawing among the rural surveyors.

The improvement of our machinery for agriculture and manufactures would be in no small degree facilitated, if the art of drawing were a common acquirement among our artisans. Invention is checked by the want of skill in communicating the conception of the inventor, by drawings of all the details of his combination. In all those manufactures of which taste is a principal element, our neighbours, the French, are greatly our superiors, solely, we believe, because the eyes and the hands of all classes are practised from a very early age in the arts of design. In the elementary schools of Paris, the proficiency of the young pupils in drawing is very remarkable, and the evening schools are filled with young men and adults of mature or even advanced age, engaged in the diligent cultivation of this art. Last Midsummer, in some of the evening schools of the Brothers of the Christian Doctrine, classes of workmen were questioned as to their employments. One was an *ébéniste*, another a founder, another a clock-maker, another a paper-hanger, another an upholsterer; and each was asked his hours of labour, and his motives for attendance. A single example may serve as a type. A man without his coat, whose muscular arms were bared by rolling his shirt-sleeves up to his shoulders, and who, though well washed and clean, wore the marks of toil on his white horny hands, was sitting with an admirable copy in crayon of *La Donna della Segiola* before him, which he had nearly completed. He was a man about 45 years of age. He said he had risen at five, and had been at work from six o'clock in the morning until seven o'clock in the evening, with brief intervals for meals; and he had entered the evening class at eight o'clock to remain there till ten. He had pleasure, he said, in drawing, and that a knowledge of the art greatly improved his skill and taste in masonry. He turned round with a good-humoured smile, and added, he could live better on less wages than an Englishman, because his drawing cost him less than beer. Some thousand working men attend the adult schools every evening in Paris, and the drawing classes comprise great numbers whose skill would occasion much astonishment in this country. The most difficult engravings of the paintings of the Italian masters are copied in crayon with remarkable skill and accuracy. Complex and exquisitely minute architectural details, such, for example, as perspective views of the Duomo at Milan, or the cathedrals at Rouen or Cologne, are drawn in pen and ink, with singular fidelity. Some were drawing from plaster casts and other models. We found such adult schools in many of the chief towns of France. These schools are the sources of the taste and skill in the decorative arts, and in all

manufactures of, which taste is a prominent element, and which have made the designs for the calico printers, the silk and ribbon looms, the papers, &c. &c., of France, so superior in taste to those of this country, notwithstanding the superiority of our manufactories in mechanical combinations.

These considerations lead us to account drawing an important department of elementary education. The manufacturers of Lancashire are well aware how difficult it is, from the neglect of the arts of design among the labourers of this country, to procure any skilled draftsmen to design for the cotton or silk manufacturer. The elevation of the national taste in art can only be procured by the constant cultivation of the mind in relation to the beautiful in form and colour, by familiarizing the eye with the best models, the works of great artists, and beautiful natural objects. Skill in drawing from nature results from a careful progress through a well-analyzed series of models. The interests of commerce are so intimately connected with the results to be obtained by this branch of elementary education, that there is little chance that it will much longer suffer the grievous neglect it has hitherto experienced.

The drawing classes at Battersea were first exercised in very simple models, formed of oblong pieces of wood, arranged in a great variety of forms by the master, according to a method observed in the Swiss and German schools. These were drawn in common and in isometrical perspective, the laws of perspective being at the same time carefully explained, and the rules applied in each case to the object which the pupil drew. A very little practice made us aware that a method comprising a more minute analysis of form was necessary to the greatest amount of success. Some inquiries which were pursued in Paris put us in possession of the method invented by M. Dupuis; and a series of his models were purchased and brought over at the close of the autumn, for the purpose of making a careful trial of this method. Considerable difficulty was experienced in procuring the services of an artist to superintend the instruction; but at length the application of this method has been commenced, and is in progress.

The experience of the French Inspectors of schools (at an early period after the establishment of the system of inspection) convinced them that, to the perfection of *skill in drawing form*, the practice of drawing from models is necessary. The best copyists frequently, or rather generally, were found to fail in drawing even very simple natural objects on their first trials. In the drawing schools at Paris, in which the most elaborate engravings were admirably copied, an Inspector would discover that the pupils were unable to draw correctly the professor's desk and chair. It became, therefore, evident, that the copy could not stand in the place of the natural object. Copying works of art might be essential to one department of skill and taste, but it by no means necessarily gave skill in drawing from nature.

M. Dupuis was an Inspector, and, observing this defect, he invented a series of models, ascending from a simple line of wire through various combinations to complex figures. These models are fixed in an instrument on the level of the eye, and may, by the movement of the instrument, be placed in a varying perspective. By this means the pupil may learn to draw the simplest objects, and proceed by



gradual steps through a series of combinations, of an almost insensibly increasing difficulty, until he can draw faithfully any object, however complex. The instrument which holds the object enables the teacher, by varying its position, to give at each lesson a series of demonstrations in perspective, applying the rules to objects of a gradually increasing complexity, until they are understood in their relations to the most difficult combinations. Thus practical skill and theoretical knowledge are in harmony in this instruction. The taste may afterwards be cultivated by drawing those works of art best adapted to create a just sense of the beautiful in form and colour.

That which a workman first requires is mechanical skill in the art of drawing. Nature itself offers many opportunities to cultivate the taste insensibly; and skill can be acquired only by careful and prolonged practice in the art of drawing from nature. In the more advanced parts of the course, we shall be able to satisfy ourselves as to the best mode of using the skill acquired for the formation of the taste.

In the Normal schools at Versailles one year's instruction had sufficed to give the pupils a wonderful facility and skill in drawing from models. Some complicated pneumatic apparatus, consisting of glass, mahogany, brass, and in difficult perspective, was drawn rapidly, and with great truth and skill. It is not, however, our intention to carry the instruction of our pupils in this art further than is necessary for the industrial instruction of their future scholars.

Some of the reasons inducing us to attach much importance to the cultivation of *vocal music* have already been briefly indicated. We regarded it as a powerful auxiliary in rendering the devotional services of the household, of the parish church, and of the village-school solemn and impressive. Our experience satisfies us that we by no means over-estimated this advantage, though all the results are not yet obtained which we trust will flow from the right use of these means.

Nor were we indifferent to the cheerfulness diffused in schools by the singing of those melodies which are attractive to children, nor unconscious of the moral power which music has when linked with sentiments which it is the object of education to inspire. We regard school songs as an important means of diffusing a cheerful view of the duties of a labourer's life; of diffusing joy and honest pride over English industry. Therefore, to neglect so powerful a moral agent in elementary education as vocal music, would appear to be unpardonable. We availed ourselves of some arrangements which were at this time in progress, under the superintendence of the Committee of Council, for the introduction of the method of M. Wilhem, which has been singularly successful in France. It affords us great satisfaction to say how much advantage the pupils of the training school have derived from the instruction they have received, during the development of this method, from Mr. Hullah, the gentleman selected by the Committee of Council to adapt the method of Wilhem, under their superintendence, to the tastes and habits of the English people. Mr. Hullah has devoted himself, with unceasing assiduity and great skill, to this important public duty; and his pupils will always remember with a pleasure, without any alloy, the delightful lessons they have received from him.

The method of Wilhem is simply an application of the Pestalozzian method of ascending from the simple to the general through a clearly analyzed series, in which every step of the progress is distinctly marked, and enables the pupil, without straining his faculties, to arrive at results which might otherwise have been difficult of attainment. Wilhem has not in any respect deviated from the well-ascertained results of experience, either in the theory of music or in the musical signs; but he has with great skill arranged all the early lessons, so as to smooth the path of the student to the desirable result of being able to read music with ease, and to sing with skill and expression even difficult music at sight. The progress of the pupils at Battersea has been very gratifying, and even in the brief period which has elapsed since the opening of the school, they sing music at sight with considerable facility. They have received, on the average, only two lessons weekly, each of an hour's duration, and until lately have not been permitted to practise in the intervals, lest they should contract bad habits before their sense of time and tune had been cultivated. Of late, they have been permitted to practise daily for one hour. Their progress has necessarily been less rapid than it would have been had the entire method been previously arranged, as it now is, in a complete and logical series, as the result of Mr. Hullah's valuable labour. Much time has necessarily been expended in copying music, which will be spared to those who follow, and who, after Easter, 1841, will possess the volume and singing tablets published by the Committee of Council on Education.

Those who desire further proof of the importance of the method of Wilhem should visit the Normal school at Versailles, various day schools at Paris, and especially the great assemblages of the working classes, which occur almost every evening in Paris, for the purpose of receiving instruction in vocal music. The most remarkable of these probably is at the Halle-aux-Draps, where from 300 to 500 artisans are almost every evening instructed, from eight to nine o'clock, in vocal music. M. Hubert, a pupil of Wilhem, conducts this great assembly, by the method of mutual instruction, with singular skill and precision. We know scarcely anything more impressive than the swell of these manly voices when they unite in chorus.

If the music of Handel and Haydn were better known by the professors of music at Paris, assuredly this would be the place in which to display its most remarkable effects. Even in the singing of Wilhem's *solfeggios* in harmony, or of the scale in harmony, such a volume of sound was poured forth, that the effects were very impressive.

A method which has succeeded in attracting thousands of artisans in Paris from low cabarets and miserable gambling-houses to the study of a science, and the practice of a captivating art, deserves the attention of the public. Mr. Hullah, in adapting the method of Wilhem to English tastes and habits, has both simplified and refined it. He has, moreover, adapted to it a considerable number of old English melodies, of great richness and character, which were fast passing into oblivion, and which may be restored to the place they once held in the affections of the people, being now allied with words expressive of the joys and hopes of a labourer's life, and of the true sources of its dignity and happiness.

We have assisted in the development of this method, being convinced that it may tend to elevate the character of our elementary schools, and that it may be of great use throughout the country in restoring many of our best old English melodies to their popularity, and in improving the character of our vocal music in village churches, through the medium of the parochial schoolmaster and his pupils.

The pupils and students of the training school now conduct the vocal music in the Hon. and Rev. Robert Eden's church at Battersea, and, under Mr. Hullah's superintendence, they also manage the instruction of the village school in Singing.

When the preparatory course was sufficiently advanced, a series of lectures on the construction and organization of elementary schools, and on the theory and art of teaching, were commenced. They have resembled those given in the German and Swiss schools under the generic term *Pädagogik*.

They have treated of the general objects of education, and the means of attaining them. The peculiar aims of elementary education; the structure of school-houses in various parts of Europe; the internal arrangement of the desks, forms, and school apparatus, in reference to different methods of instruction, and the varieties of those methods observed in different countries. The theory of the discipline of schools. Its practice, describing in detail the different expedients resorted to in different countries for the purpose of procuring order, decorum, propriety of posture and manner, regularity and precision in movements, and in changes of classes and exercises, and especially the right means of securing the reverence and the love of the children. This last subject naturally connects the consideration of the mechanical and methodic expedients with the consideration of the sources of the schoolmaster's zeal, activity, and influence, on which much has been said. To these subjects have succeeded lectures on the great leading distinctions in the methods of communicating knowledge. When the distinguishing principles had been described, the characteristic features of the several methods were examined *generally*, and certain peculiar applications of each were treated. The application of these methods to each individual branch of instruction was then commenced, and this part of the course has treated of various methods of teaching to read, especially giving a minute description of the *phonic* method. Of methods of teaching to write, giving a special account of the method of Mulhauser. On the application of writing in various methods of instruction. Of methods of teaching to draw, giving a detailed account of that of M. Dupuis. Of methods of teaching arithmetic, in which the method of Pestalozzi has been carefully explained, and other expedients examined. This brief sketch may indicate the character of the instruction up to the period of this report. Our desire is to anticipate, as little as possible, but, on the contrary, to relate only what *has been done*. We have therefore only to add, that the instruction in *Pädagogik* is in its preparatory stage, and that the course will be pursued, in relation both to the general theory and practice, and to the special application of the theory and practice to the development of the village school, and of the training school, through the whole period of instruction, as that part of the studies of the pupils by which

the mutual relations of these studies are revealed, and their future application anticipated.

We regard these lectures, combined with the zealous labour of the Hon. and Rev. Robert Eden, as the chief means by which, aided by the tutors, such a tone of feeling can be maintained as shall prepare the teachers to enter upon their important duties, actuated by motives which will be the best means of ensuring their perseverance, and promoting their success.

The Brothers of the Christian Doctrine, who devote their lives a cheerful sacrifice to the education of the poorer classes of France, can be understood best by those who have visited their Noviciate and schools at Paris. From such persons we expect acquiescence when we say, that their example of Christian zeal is worthy of the imitation of Protestants. Three of the brothers of this order are maintained for a sum which is barely the stipend of one teacher of a school of mutual instruction in Paris. Their schools are unquestionably the best at Paris. Their manners are simple, affectionate, and sincere. The children are singularly attached to them. How could it be otherwise, when they perceive that these good men have no other reward on earth for their manifold labours than that of an approving conscience?

The régime of the Noviciate is one of considerable austerity. They rise at four. They spend an hour in private devotion, which is followed by two hours of religious exercises in their chapel. They breakfast soon afterwards, and are in the day schools of Paris at nine. They dine about noon, and continue their attention to the schools till five. They sup at six; and then many of them are employed in evening schools for the adults from seven to nine, or from eight to ten, when, after prayers, they immediately retire to rest.

No one can enter the schools of the Brothers of the Christian Doctrine without feeling instinctively that he is witnessing a remarkable example of the development of Christian charity.

With such motives should the teachers of elementary schools, and especially those who are called to the arduous duties of training pauper children, go forth to their work. The path of the teacher is strewn with disappointments, if he commence with a mercenary spirit. It is full of encouragement, if he be inspired with the spirit of Christian charity. No skill can compensate adequately for the absence of a pervading religious influence on the character and conduct of the school-master.

The discipline of the training school has been gradually developed with this design, and, under the faithful and judicious guidance of Mr. Eden, we trust, in the course of time, it may obtain some measure of success.

It is in this spirit that we have been anxious that the young pupils and students should, under the superintendence of Mr. Eden, and the immediate tuition of the master of the village school, undertake their duties in that scene of labour and instruction.

It is not our intention to say much on the arrangements which have been adopted in the village school, which has been connected with the training school only a few weeks. The first class of the training school has been divided into two sections, one of which supplies pupil teachers to the village school in the morning, and the other in the

afternoon, each continuing their studies in the training school at the periods not thus occupied. The village school will, under the superintendence of Mr. Eden, be gradually developed as a school on the *mixed method* of instruction; but we cannot hope that anything like *precision in method* which characterizes the continental schools should be attained in it, excepting after prolonged and unremitting attention to all the details of its discipline and management.

Such attention continued through the course of the three years' instruction necessary to the certificate of Master, will, we trust, furnish the village school with such a class of educators as may enable it to realize the chief features of those schools which are most worthy of imitation in the Protestant countries of Europe; but before the expiration of the three years' course, we cannot hope it will be able to accomplish this design. At present, all that we feel warranted to say is, that we are very sensible of the great difficulties which lie in the way of success, and that much humble and patient exertion will be required to surmount them. The able and zealous superintendence of Mr. Eden affords the village school a prospect of success which, under less vigilant and intelligent management, we should despair to attain.

We have secured for the village school the advantage of the services of Mr. McLeod, recently the principal master of the school of industry at Norwood. He is aware of the great difficulty of assimilating an elementary school in this country to some of those forms of excellence which we have afforded him an opportunity of examining in Holland. He is therefore prepared to endeavour, by gradual improvements, in the course of time, to render the elementary school a scene in which the pupils of the training school may prepare themselves for the skilful performance of their future duties. The success of these efforts pre-supposes so much improvement in his assistant teachers and in the scholars, that we deem it prudent not to venture to anticipate results which it must be very difficult to attain.

The examination of the third quarter of the residence of several of our pupils is now just concluded.

The mode in which the daily examinations are conducted has already been described.

During the depth of winter, when the out-door labour is necessarily suspended, the place which these examinations occupy in the daily routine may be ascertained by the inspection of the subjoined tables, pp. 231-2 :—

At the quarterly examination the usual routine is suspended, and examination-papers are prepared by the tutors, containing a series of questions passing over the chief features of the studies of the quarter in each class.

The students and pupils have no intimation of the questions which will be proposed, but, three hours being allotted to each examination-paper, the questions of a particular subject (as for example grammar) are distributed to each pupil in the assembled class. The pupils then attempt the solution of all the questions without the aid of books, and without assistance from the tutor, or from each other.

At the expiration of the three hours the replies to the questions are collected, and in the afternoon, a similar plan is pursued with some other subject, the examination-papers of which are distributed without any previous intimation of their nature.

DAILY ROUTINE.

Half-past 5. Quarter to 6. Quarter to 7. Quarter-past 7. Half-past 7. Quarter-past 8. Quarter to 9.	Rise, wash, dress, and make beds. Household work, viz., scouring and sweeping floors, cleaning, grates, shoes, knives, &c., pumping water and preparing vegetables, and milking cows. Reading of Scriptures and prayers. Superintendents present reports. Lecture on the theory and art of teaching, and on school discipline. Breakfast. The first division of the first class go to the village school.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
{ Second division, first class. Second class. Second division, first class. Second class. Second division, first class. Second Class.	{ Second division, first class. Second class. Second division, first class. Second class. Second division, first class. Second Class.	E. P. on mensuration. Arithmetic. Drawing.	E. P. on grammar and etymology. Algebra. Algebra or mensuration. Grammar. Practising arithmetic on Pestalozzi's tables. Mental arithmetic.	E. P. on mechanics. Arithmetic. Drawing. Drawing. Writing on Mulhauser's method. Etymology.	Examination Papers— E. P. on arithmetic. Mensuration. Algebra or mensuration. Grammar. Practising arithmetic on Pestalozzi's tables. Mental arithmetic.	E. P. on geography and globes. Arithmetic. Drawing. Drawing. Writing on Mulhauser's method. Etymology.	E. P. on problems. Algebra. Grammar. Grammar. Arithmetic. Mental arithmetic.
12 o'clock 12 to 1 " " Quarter-past 1.	The first division of the first class return from village school. Garden work, feed the animals, &c. At 1 march to the house and prepare for dinner. A class practising singing in the hall. Dinner.						

## DAILY ROUTINE—continued.

Quarter to 2. 2 to 3 3 to 4	<p>The second division of the first class go to the village school.</p> <p>First division first class. Drill and gymnastic exercises in fair weather; in rough weather a lesson on drawing.</p> <p>Second class. Drill and gymnastic exercises in fair weather; in rough weather, reading.</p> <p>First division first class. Examination-papers.</p>					
3 to quarter to 4. 4 to quarter to 5.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
	Writing on Mul- hauser's method. Writing on Mul- hauser's method.	Use of the globes. Practising arith- metic on Pestal- lozzi's method.	Writing on Mul- hauser's method. Writing on Mul- hauser's method.	Use of the globes. Practising arith- metic on Pestal- lozzi's method.	Writing on Mul- hauser's method. Writing on Mul- hauser's method.	Use of the globes. Surveying.
Quarter to 4 to quarter to 5. Quarter to 5 to 6. Quarter-past 6 7 to 8. 8 to 9 9 o'clock 20 min. p. 9.	<p>Second class. Examination-papers.</p> <p>The second division of the first class return from village school.</p> <p>Classes united. On Tuesday, Wednesday, and Friday, lectures upon the geography of commerce and industry. On Monday, and Thursday, writing out the notes of the lectures on geography, preceded by an examination of a quarter of an hour's duration.</p> <p>Supper.</p> <p>Classes united. Mechanics Monday, Tuesday, Wednesday, Thursday, and Friday.</p> <p>Classes united. Biblical reading; lesson on the manners and customs of the Jews, and on geography of Palestine, &amp;c.</p> <p>Prayer.</p> <p>Retire to rest.</p> <p>SUNDAY.</p> <p>One of the sermons of the day is written from memory.</p> <p>In the evening these compositions are read and commented upon.</p>					

In this way, in three or four days, all the subjects of instruction in the training school are brought under minute examination.

As soon as the answers are collected, they are examined, and the relative merit of each reply is ascertained. A mean number having been attached to each question, the merit of the reply is expressed in numbers above or below this mean, and thus the whole results of the examination may be tabulated, and the intellectual progress of each pupil ascertained.

The following series of questions were issued at the examination of the third quarter, which expired at Christmas. We submit them to you, because we are desirous that you should form an accurate opinion of the results of the instruction in the training school, during the preparatory course. The questions faithfully represent the general course of the instruction on the subjects to which they relate, and they are level to the capacity and attainments of the pupils.

In order that this may be more clearly evident to you, we have appended to the series of questions tables containing the name of each pupil, his age, and period of entrance into the training school, at the head of the columns. On the left side of each table a column contains the number of each question, and in the next column the mean number indicating the comparative difficulty of the question; then, under the name of each boy, the merit of the answer of each pupil is given in successive columns, and in the same manner, the merit of the replies to each of the questions respectively is tabulated.

In order that you may possess a standard from which to determine the relative merit of the rest of the replies, we have likewise placed, in an Appendix, replies to the questions from most of the pupils, the comparative merit of which may be estimated by a reference to the numbers in the Tables.

The answers to the questions on religious instruction have not been deemed simply an intellectual exercise, and the results in this case have not been tabulated. They were framed by the Hon. and Rev. Robert Eden, who has superintended the religious instruction of the training school with unwearied assiduity. We are enabled to furnish you with a note, expressive of Mr. Eden's opinion of the general progress of the pupils in religious knowledge, during the three quarters of the preparatory course which have now elapsed.

Before submitting the questions to you, we are anxious to avoid one source of misconception, to which the plan of the school might be liable, in consequence of our reluctance to anticipate results, by describing the course we intend to pursue in the future parts of the course of instruction. The technical instruction in that knowledge which it will be the duty of the pupils to communicate in elementary schools, occupies a much greater portion of the time in the preparatory course than that which will be allotted to such studies in the two subsequent years.

Every month will now bring into greater prominence *instruction, theoretical and practical, in the art of teaching*. The outlines only of a future course of instruction in this most important element of the studies of a training school have been communicated. Some of the principles have been laid down, but the application of these principles to each subject of instruction, and the arrangement of the entire matter



of technical knowledge, in accordance with the principles of elementary teaching, is a labour to which a large portion of the future time of the pupils must be devoted.

Those studies which will prepare them for the performance of collateral duties in the village or parish have not been commenced.

The instruction in the management of a garden; in pruning and grafting trees; in the relative qualities of soils, manures, and the rotation of garden crops, is to form a part of the course of instruction, after the certificate of candidate is obtained.

A course on the domestic economy of the poor will be delivered in the same year, which will be followed by another on the means of preserving health, especially with regard to the employments, habits, and wants of the working classes. Some general lectures on the relations of labour and capital will close this course.

Those parts of the present course of technical instruction which will obtain the largest share of attention in the year in which the *candidates* are trained, will be the geography of commerce and industry; mensuration, land-surveying, and mechanics; and the history of England, treated chiefly in relation to the progress of civilization, and especially of industry and the arts.

The religious instruction will develop itself under the guidance of Mr. Eden, in its relations to those subjects of history in which it is desirable that the pupils should receive impressions consistent with Christian charity and truth.

This brief indication of that which lies immediately before the pupils of the training school will, we trust, remove any apprehension which might be entertained that the technical character of certain of their present studies will overlay a large portion of the future course.

The spontaneous preparation for instruction in the village school, and which will require considerable and well-directed application to miscellaneous reading, will in itself be an obstacle to the continuance of the present extent of technical instruction. This spontaneous preparation must embrace many subjects collateral to the instruction in the school, but which must be communicated in a popular manner in an elementary school, requiring a re-arrangement of knowledge previously acquired in a technical form.

The chief source of any confidence we have in the course we have pursued, is derived from the inquiries respecting the routine of instruction in normal schools in certain parts of the continent.

We have, for your information, placed in the Appendix to this Report several tables, of the routine of studies in some of the chief normal schools in different parts of Europe. A comparison of these tables with the general sketch of the plans of the Battersea training school, with which we have furnished you, will enable you to perceive how far our personal inquiries have guided us in the regulation of the training school, founded under your sanction.

We lay before you the questions of the third quarterly examination at Battersea, and the tabulated results of the replies. In the first of these tables, viz., that on grammar and etymology, we have given the age and day of the month when each pupil entered the school in the year 1840. It has not been deemed necessary to repeat this in each of the successive tables.

The preceding notes contain a few examples of the manner in which the questions have been answered, one being selected for each question, which (in conjunction with the numerical statements contained in the Tables) may serve as a standard of comparison by which the merit of the rest of the replies may be ascertained. It is a source of pleasure to us that a Maltese, confided to our care by the Maltese Government, notwithstanding the obstacles created by the want of a perfect knowledge of the language, occupies such a position in this examination as to justify our confidence in his success, as the Teacher of a model school in Malta, which is his destination.

The questions and answers afford better evidence than anything which we can say of the intelligent and persevering attention which Mr. Tate and Mr. Horne have paid to their duties. They have earned the reward of the affection and respect of their pupils, and if our own tribute of esteem can add anything to the satisfaction derivable from that source it has been freely accorded.

We are somewhat apprehensive that these questions may lead to erroneous opinions of our views. We are fully aware that all such tests must give a very imperfect idea of the real condition of a school, and in fact, from being necessarily confined to intellectual displays, omit all reference to what we have always considered to be the most essential, as it is the most difficult, object of our endeavours,—the formation of moral and religious characters. The progress that may have been made towards this latter object is incapable, as in the former, of being shown by written questions. We can only then solicit credit for our intentions in repeating with all earnestness, that we hold the end of all these intellectual demonstrations to be infinitely subordinate to the cultivation of the heart and feelings. We have no wish to send forth simply clever teachers; we believe, on the contrary, that the vice of several of the German normal institutions, which we have examined, has been the too great attention paid to instruction as distinct from education. The Swiss schools appeared to us to be mostly free from this defect, and to them we have chiefly resorted as models for what we have done.

It may also be objected to these questions, that some of them refer to subjects different from or beyond what it may be desirable or possible to teach in many schools. We admit the correctness of this statement, but deny the inference that some may attempt to draw from it derogatory to the utility of such studies for the purpose we have in view. The schoolmaster, whose knowledge is strictly confined to what he has to impart, will frequently be at a loss, in attempting to explain many points that occur in his lessons, and puzzled with questions from the more intelligent pupils, whose unsatisfied inquiries will quickly generate a disrespect for their instructor. It is impossible to know or to teach many of even the lowest branches of knowledge thoroughly without some acquaintance with the theories and higher generalizations on which those inferior departments depend. But on this point we would refer to a higher authority, M. Guizot, with whose opinion on this subject, as well as in the following description of what a teacher ought to be, we beg to add our unqualified concurrence:—"A good schoolmaster ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in a humble sphere, and yet to have a noble and

elevated mind, that he may preserve that dignity of sentiment and of deportment, without which he will never obtain the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be in station to many individuals in the parish, he ought to be the obsequious servant of none; a man not ignorant of his rights, but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good; and who has made up his mind to live and to die in the service of primary instruction, which to him is the service of God and his fellow-creatures. To rear masters approaching to such a model is a difficult task; and yet we must succeed in it, or else we have done nothing for elementary instruction."

The questions for this quarterly examination have been chiefly selected by the Tutors. We do not propose that this course shall be pursued in the questions employed in the examination for the certificate of *Candidate*, or *Scholar*, or *Master*. We are of opinion that such institutions as this training school (the further management of which we hope to superintend in entire subordination to your wishes) should be placed under the inspection of that department of the executive government which is charged with the promotion of elementary education. The humble effort which we have made to place in your hands the means of providing schoolmasters for the workhouses, and especially for the district schools for pauper children, has not, we trust, been conducted inconsistently with the public interest; but we are anxious to afford the public the fullest warrant for confidence in the future management of this school, and we know no way of accomplishing this object so fully as by soliciting the periodical examination of Her Majesty's Inspectors of Schools, which we trust the Committee of Council on Education will allow. In the *quarterly examinations* of the training school, we hope for the assistance of one of Her Majesty's Inspectors, and we trust that, upon application from you, the Committee of Council will consent to associate one or more of their Inspectors with one of your own body, in selecting the questions for the *annual examination*, by which the certificates will be awarded; in determining the merit of the several replies; and in selecting the individuals who may be entitled to certificates.

In order that the selection of questions may have the necessary relation to the studies of the year, we propose to furnish the *examiners* with the weekly and quarterly examination-papers of the school, from which papers they will readily ascertain the range of the acquirements of the pupils in the several classes; but it will be expedient that every question shall emanate only from the examiners at the annual examination for certificates.

We are desirous that some standard of attainment should be fixed for entrance upon the preparatory course, and we wish to refer the examination-papers (employed to ascertain the acquirements of the pupils on their entrance) to the approval of the Committee of Council on Education; and that the replies being prepared by pupils under the eye of an Inspector, at the end of a short probationary period, should be approved by their Lordships before each pupil is finally entered for the preparatory course on the books of the school.

We trust that, in this way, security will be afforded that any funds

which may be devoted to the maintenance of this training school will not be applied in any way inconsistently with the interests of the public.

We regard these securities to be indispensable to the permanent prosperity of such institutions. By the examination of the pupils at their entrance, and the submission of the examination-papers (prepared in the presence of an Inspector at the end of a short probationary period), we intend to exclude favouritism in the selection of pupils, and the interference of partial interests in burthening the school with unqualified students.

By the continual inspection of the school by able, independent, and impartial men, we hope to secure the most useful stimulus to the exertions of the tutors and pupils; to provide against self-deception on their part as to the condition of the school; and, above all, to afford the public the only sufficient security against the impression derived from appearances skilfully dramatized to prevent the disclosure of defects.

We are especially anxious that the certificates should be awarded by persons not directly interested in the management of the school, in order that a conviction of impartiality may prevail among the scholars—that the certificates may have more than the ordinary value of such documents, and that the public may have only a legitimate, and in all respects a well-founded, confidence in the results of the training.

We should much rejoice if the results of these preparatory steps towards the foundation of a training school were deemed sufficiently auspicious to warrant the confidence of the Commission and of the Government, so far as to procure for the future expenses of the school assistance from the public funds. In that case we feel that the Government would be entitled to require that no tutor or professor should be appointed in the school without their approval; that their sanction should be necessary to the dismissal of any tutor or professor; and further that, on the report of their Inspectors, they should be entitled to proceed to remove any tutor or professor from his office.

We are also of opinion that the training school would not be entitled to support, in any considerable degree, from the public funds, unless the estimates for the school were annually submitted for the approval of the Committee of Council on Education, and the accounts annually audited by one of their Lordships' Inspectors.

The expenses of the training school during the preparatory course have been cheerfully borne by ourselves, with the exception of those payments which have been made with individual pupils and students, and the entirely unsolicited aid of three or four of our personal friends. We have not presumed to think that we were warranted in expecting confidence in plans which had not hitherto been put forth in this country, until we could place before you at least a partial development of our views. We have therefore avoided soliciting assistance from any one, and, to all inquiries on this subject, we have deemed it proper to suggest, that the personal confidence of friends would not ensure the permanent prosperity of a training school, which could only flourish by deserving and obtaining the confidence of the public. Such remarks have not prevented Mr. Samuel Jones Loyd and Mr. George Cornwall Lewis from urging us to permit them to contribute each 100*l.* to the expenses of this year. We have accepted these offers. The Bishop of Durham has not been content with the usual payment for the pupil he has

placed in the training school, but his Lordship has requested us to accept a more liberal rate of remuneration. Mr. George Norman, of Bromley, has also sustained the charge of a pupil, whom, however, he has not selected. The Earl of Chichester added ten pounds to the sum paid with a boy whom he recommended.

The efficiency of the school during the course of instruction in the ensuing year can only be maintained by a considerable increase of expense. The number of the pupils and students will probably increase to sixty in the early part of the spring. The attention of the tutors will necessarily be so much occupied with the preparatory studies of those who then enter the school that an additional tutor will be indispensable. Certain of the courses of instruction of this year cannot be pursued without the assistance of professors who will attend from day to day. We have already secured the attendance of Mr. Hughes, who lectures on the geography of commerce and industry, and of an artist to assist in the instruction in drawing and perspective. We regret to say that Mr. Hullah's services have been given gratuitously, and with a zeal and disinterestedness which would, we fear, place it beyond our power adequately to express the value which we attach to his admirable lessons on vocal music. We have further incurred a part of the charge of the master of the village school. We propose to appoint a well conducted, intelligent, and skilful gardener to superintend the instruction in horticulture, which will now receive increased attention. The charge for the rent may soon increase by our encountering the necessity of occupying the entire house, with the exception of two apartments, which we each intend to reserve in the establishment, where we may confer with the tutors. The further expenses of furniture required by the increase of the number of pupils and tutors, the additional books, apparatus, and certain contemplated alterations which it will be impossible to postpone beyond the spring, will raise the expenses of the ensuing year (after all the payments for individual scholars are deducted) to a balance of 2000*l.* at least.

We are prepared to sustain this expense, if it be necessary that the training school should be carried through another stage of its development before it deserves the public confidence. In fact we consider ourselves bound to do so should we obtain no assistance, as we have entered into engagements with the pupils, which we must fulfil at whatever cost to ourselves. Considerable inquiry and observation have impressed us with the views on which the training school is founded, and we have been desirous to make a practical trial of the principles and expedients, which the experience of the Protestant States of Europe has sanctioned by a concurrent testimony. It would be grateful to us to receive an early assurance of confidence in the plans and principles which we have, with as much unreserve as is consistent with the limits of this report, freely set before you; but we have not entered on our present undertaking without expecting that a sacrifice would be required of us, before the work was in a condition to obtain that confidence which we trust will not be refused.

We also trust that the exposition of the principles by which we have been guided will not be misconceived, as evincing so unwarrantable a confidence in our opinions as to lead us to indulge in dogmatism. We conceive we may sincerely entertain them, and endeavour to promote

**JAMES PHILIPS KAY AND EDWARD CARLETON TUFNELL IN ACCOUNT WITH  
THE TRAINING SCHOOL, BATTERSEA.**

To the Poor Law Commissioners, Somerset House.

## COURSE OF INSTRUCTION pursued in the

		Religion and Morals.	German Language.	French Language.	Arithmetic.	Geometry.	History.
1st Class and 1st School-year.	1st Half-year.	Geography of Palestine, Jewish Archaeology, History of the Christian Church	Grammar, exercises in reading and recitations; composition.	Exercises in reading, and translation of easy pieces of French into German, introduction to the grammar and etymology.	Elementary rules of arithmetic, Vulgar and Decimal Fractions.	The doctrine of parallel lines, properties of triangles, similar triangles.	History from the beginning of the world to the subjection of Greece to the Romans.
	2nd Half-year.	Faith and morals, as founded on revelation.	Grammar, continuation of exercises in reading and recitations, composition of letters, and speeches.	Continuation of the above, beginning of the translation of German into French; grammar; vocabulary.	Proportion; mental arithmetic.	Measurement of triangles, and straight line figures, planimetry.	From the building of Rome to the Westphalian Peace.
2nd Class and 2nd School-year.	1st Half-year.	Lectures on the Bible, with questions.	Etymology and logical exercises recitations, and composition.	Continued exercises of reading and translation into German, grammar, syntax, translation from German into French, speaking.	Continuation of exercises in the elementary rules.	Further exposition of the properties of triangles, and of straight line figures.	History of Switzerland from the beginning to the Westphalian Peace.
	2nd Half-year.	Lectures on the Bible, with practical illustrations and references.	Repetitions of the more difficult parts of grammar, more extended compositions, laws of poetry.	Continuation of exercises in reading and translation; conclusion of syntax, recitations of easy pieces.	Continuation of exercises in Proportion; Simple Equations.	The circle; elements of stereometry; easy questions in practical geometry.	History of Switzerland as it bears on that of the rest of the world to the present period.
3rd Class and 3rd School-year.	1st Half-year.	Deeper and more abstruse points of doctrine, with scriptural proofs and practical illustrations.	The more important peculiarities of the German language, verbal expositions of the written exercises.	Further explications of grammar, more difficult translations from and into French and German respectively, composition.	More difficult applications of the preceding rules.	Continuation of planimetry; plain and solid angles; projection of straight line figures; questions in the above subject.	General history from 13-9 to 1515.
	2nd Half-year.	Continuation of the above.	View of German literature; poetical exercises.	Continuation of the above; short sketches of French literature.	Quadratic and Cubic Equations; Logarithms; Properties of Numbers; Progression.	Polygonal figures, elements of trigonometry; practical geometry; projection of bodies with straight or curved surfaces; sections.	General history from 1515 to the present time.

Normal Seminary at Zurich, Switzerland.

Geography.	Natural History.	Physics.	Singing.	Art of Writing.	Drawing.	Art of Teaching.
Introductory explanations, the ocean and continents, with their respective divisions.	General introduction to natural history, description of elementary bodies, general characteristics of minerals.	..	Elementary exercises of the voice, easy choral exercises.	Exercises in German and Roman character, in legal writing, and in black letter writing, music, and stenography.	Sketches from objects placed before the pupil, and from nature; special exercises in shading.	..
Special geography of Europe.	Unmetallic minerals, metals, mountains, introduction to botany.	..	Melody, religious hymns and choral singing.			..
The most important points of mathematical and physical geography.	Systems of botany, description of plants, special information on the plants known to the pupils.	The common phenomena arising from the various properties of differently constituted bodies.	Further exercises in SolFa, also with words, exercises in solo singing and choral singing.			Introduction to psychology, methods of instruction.
Geography of Asia, Africa, America, and Australia.	Introduction to zoology; classification and descriptions, introduction to the natural history of man.	Acoustics, optics, heat, magnetism, electricity.	Continuation of the above, special exposition of the art of teaching music.			Further exposition of methods of instruction, and of the cautious laws and regulations relative to schools, practical teaching in the primary school.
More extended expositions of mathematical and physical geography.	Natural history of man; further expositions of the natural history of the lower animals.	Further exposition of the above subjects.	Continuation of the above.			Fundamental principles of the science of teaching.
Special geography of Asia, Africa, America, and Australia.	Introduction to zoology; fossils.	Further exposition of the above subjects.	Continuation of the above.	..	..	Practical teaching in the secondary school.





COURSE OF INSTRUCTION pursued in the two Classes at the Normal Seminary, Carlisle, in the Summer half-year of 1839.

HOURS.	CLASSES.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7 to 8 . . .	First . . .	New Testament.	Old Testament.	Geometry.	New Testament.	Old Testament.	New Testament.
8 to 9 . . .	Second . . .	Singing.	Old Testament.	Catechism.	New Testament.	Old Testament.	New Testament.
9 to 10 . . .	First . . .	Profane history.	Geography.	Organ.	Geography.	Singing.	Natural history.
10 to 11 . . .	Second . . .	Organ.	Composition.	Singing.	Organ.	Geography.	Organ.
11 to 12 . . .	First . . .	Arithmetic.	Singing.	Singing.	Singing.	Arithmetic.	Composition.
	Second . . .	Grammar.	Grammar.	Geography.	Grammar.	Singing.	Organ.
	First . . .	Singing.	Geometry.	Singing.	Profane history.	Singing.	Grammar.
	Second . . .	Singing and organ.	Organ.	Grammar.	Organ.	Grammar.	Arithmetic.
	First . . .	Natural history.	Natural philoso-	Natural history.	Natural history.	Organ.	Natural history.
	Second . . .	phy.	phy.	Singing.	phy.	Natural philoso-	Singing.
2 to 3 . . .	First . . .	Writing.	Agriculture.	.	Writing.	Agriculture.	Organ.
	Second . . .	Drawing.	Arithmetic.	.	Drawing.	Arithmetic.	Art of teaching
3 to 4 . . .	First . . .	Drawing.	Geometry.	.	Drawing.	Geometry.	deaf and dumb.
	Second . . .	Writing.	Historical com-	.	Writing.	Composition.	Composition.
			position.	.			.
4 to 5 . . .	First . . .	Geometry.	Organ.	.	Organ.	Geometry.	Singing.
	Second . . .	Organ.	.	.	.	Geometry.	Singing.
5 to 6 . . .	First . . .	Piano and organ.	Historical com-	.	Piano and organ.	.	.
	Second . . .	.	position.	.	Piano and organ.	Organ.	.
		.	Organ.	.	.	.	.

Course of INSTRUCTION in the Normal School of the Canton of Vaud, at Lausanne, during the Winter of 1838—1839.

HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8	Prayer, reading, and religious instruction (all).	As on Monday.	Idem.	Idem.	Idem.	Idem.
9	The art of teaching (all).	General history (all).	The art of teaching (all).	Use of globes, first and second classes.	Swiss history (all).	Instruction in law and in the duties of a citizen, 1, 2, 3.
10	Geometry, 1, 2. The means of improving the health and condition of the people.	Arithmetic, 1, 2. Theme, 3.	Theme, 1, 2. Arithmetic, 3.	Composition 1, 2. Mental arithmetic, 3.	Arithmetic, 1, Theme, 3.	Theme, 1, 2. Arithmetic, 3.
11	Botany, 1, 2.	Writing, 1, 2, 3.	Chemistry, then Zoology, 1, 2, 3.	Chemistry, then Zoology 1, 2, 3.	Writing, 1, 2, 3.	Chemistry, &c. 1, 2, 3.
1	• • •	• • •	• • •	• • •	Exercises on the physical sciences, 1, 2.	Writing, 3.
2	Grammar, 1, 2, 3.	Drawing, 1, 2; reading, 3.	Grammar, 1, 2, 3.	Drawing, 3; mental arithmetic, 1, 2.	Geometry, 3.	Geometry, 1, 2.
3	Gymnastics, 1, 2.	Drawing 1, 2.	Gymnastics, 3. Book-keeping, 1.	Drawing, 3; reading, 1, 2.	Pedagogical exercises in mathematics, 1, 2.	• •
4	Geography, 3.	Geography, 1, 2.	Reading, 1, 2. Geometry, 3.	Reading, 3.	Swiss geography, 1, 2, 3.	• •
5	• • •	Geography, 3.	• • •	Geography, 1, 2.	• •	• •
7	• • •	Singing, 3.	Singing, 1, 2, 3.	Singing, 1, 2.	Singing, 1, 2, 3.	• •

N.B.—The figures denote the different classes. The figure 1 being attached to the most advanced class.

Course of Instruction in the Normal School of the Canton of Vaud at Lausanne, in the Summer of 1883.

HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
5	. . .	Book-keeping (teachers). Writing (pupils).*	Geography (teachers).	Geography (teachers). Writing (pupils).	. . .	On the method of writing (teachers).
6	Prayer, Reading, and religious instruction.	As on Monday.	As on Monday.	As on Monday.	As on Monday.	As on Monday.
7	Composition (older pupils). Arithmetic (younger pupils).	Arithmetic (teachers). A theme (pupils).	Composition (teachers). Geometry (pupils).	Arithmetic (teachers). A theme (pupils).	Composition (teachers). Geometry (pupils).	Arithmetic (teachers). Composition (young pupils).
8	The art of teaching (all).	Use of the globes (all).	Art of teaching (all).	Instruction in the law and duties of a citizen (all).	Art of teaching (all).	Instruction in the law and in the duties of a citizen (all).
9	Geography (teachers). Mental arithmetic (pupils).	Grammar (teachers). Geography (pupils).	Geometry (teachers). Grammar (pupils).	Reading, with analysis of the grammar, structure, and meaning (all).	Grammar (teachers). Geography (pupils).	Geometry (teachers). Grammar (pupils).
10	Natural history (all).	Physics (pupils).	Natural history (all).	Natural history (all).	Pedagogical exercises on the physical sciences (pupils).	Reading (teachers). Arithmetic (older pupils).
11	A theme (teachers).	Drawing (teachers). Composition (young pupils).	A theme (teachers).	Drawing (pupils).	. . .	. . .
2	Gymnastics (pupils).	Drawing (teachers). Composition (young pupils).	Geography of Switzerland (teachers).	Drawing (pupils).	Gymnastics (pupils).	. . .
3	Reading (pupils).	Reading (all).	Singing (teachers). Arithmetic (pupils). Singing (pupils).	Reading (all).	Singing (teachers). Arithmetic (pupils). Singing (pupils).	Practical geometry (pupils).
4	Mental Arithmetic (teachers).	Singing (all).		Singing (all).		. . .

\* Teachers are masters of elementary schools in attendance on the Normal School.

† Pupils are young men who have had not charge of elementary schools, but who are preparing for the duties of schoolmasters.

COURSE OF INSTRUCTION PURSUED IN THE TWO CLASSES AT THE NORMAL SEMINARY IN EISELEBEN, PRUSSIA, IN THE SUMMER HALF-YEAR OF 1839.

HOURS.	CLASSES.	MONDAY.	* TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
7 to 8 . . . {	First . . . Second . . .	Religious in- struction. Religious in- struction. Profane History.	Religious in- struction. Profane history. Logic. Thorough bass and organ.	Art of teaching. Logic. Geography. Geometry.	Religious in- struction. Religious in- struction. Profane history. Grammar.	Religious in- struction. Profane history. Logic or Prussian history. Arithmetic.	Religious in- struction. Logic or sacred history. Geography. Geometry.
8 to 9 . . . {	First . . . Second . . .	Arithmetic. Reading. Thorough bass and organ.	Logic. Thorough bass and organ. Religious in- struction. Grammar. Singing.	Geometry. Thorough bass. Drawing. Violin. Drawing.	Grammar. Art of teaching. Writing. Arithmetic. Thorough bass and organ. Examination.	Arithmetic. Reading. Religious in- struction. Grammar. Singing.	Geometry. Arithmetic. Thorough bass and organ. Organ. Writing.
9 to 10 . . . {	First . . . Second . . .	Arithmetic. Grammar.	Natural philoso- phy. Reading. Drawing. Geography. Drawing. Violin.	• • • • • • • • • •	Natural history. Reading. Writing. Geography. Writing. Violin.	• • • • • • • • • •	• • • • • • • • • •
10 to 11 . . . {	First . . . Second . . .	Art of teaching. Natural philoso- phy. Geometry. Composition. Thorough bass.	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •
1 to 2 . . . {	First . . . Second . . .	Organ.	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •
2 to 3 . . . {	First . . . Second . . .	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •
3 to 4 . . . {	First . . . Second . . .	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •
4 to 5 . . . {	First . . . Second . . .	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •	• • • • • • • • • •

NOTE.—Three hours of singing, and one hour of instruction in the art of teaching, are also weekly given at indeterminate times.



COURSE OF INSTRUCTION PURSUED IN THE TWO CLASSES AT THE FLETCHER NORMAL SEMINARY IN DRESDEN. The course is of four years' duration, fresh pupils being received and departing every two years. Those that come in the fifth half-year would be placed in the second class of the following scheme, and at the end of the eighth half-year in the first class. Those entering in the first half-year would be in the second class till the fifth half-year.

Subjects of Instruction.	1st Half-year.	2d Half-year.	3d Half-year.	4th Half-year.	5th Half-year.	6th Half-year.	7th Half-year.	8th Half-year.
	1st class, 2d class	1st class, 2d class	1st class, 2d class	1st class, 2d class	1st class, 2d class	1st class, 2d class	1st class, 2d class	1st class, 2d class
1. Biblical Knowledge . . . . .	4 h.	4 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
2. Biblical History . . . . .	4 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
3. Bible Explanation . . . . .	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
4. Catechism . . . . .	..	..	4 h.	..	..	..	4 h.	..
5. Art of Questioning . . . . .	..	..	..	..	..	..	..	..
6. Catechetical Exercises . . . . .	..	..	..	..	..	..	..	..
7. Exercises in Thinking . . . . .	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
8. Psychology and Art of Teaching . . . . .	..	..	2 h.	..	..	..	..	..
9. School Discipline . . . . .	..	..	..	..	..	..	..	..
10. General History . . . . .	..	..	..	..	..	..	..	..
11. German and Saxon History . . . . .	..	4 h.	..	..	..	..	..	..
12. Latin . . . . .	..	..	..	..	..	..	..	..
13. Composition . . . . .	2 h.	2 h.	1 h.	1 h.	2 h.	2 h.	1 h.	1 h.
14. Arithmetic . . . . .	common to both.	common to both.	common to both.	common to both.	common to both.	common to both.	common to both.	common to both.
15. Geography . . . . .	3 h.	3 h.	4 h.	3 h.	3 h.	3 h.	3 h.	3 h.
16. Natural Philosophy . . . . .	..	..	2 h.	1 h.	..	..	..	..
17. Writing . . . . .	2 h.	2 h.	2 h.	common to both.	2 h.	2 h.	2 h.	2 h.
18. Violin . . . . .	1 h.	2 h.	1 h.	1 h.	1 h.	1 h.	1 h.	1 h.
19. Singing . . . . .	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
20. History of the Church . . . . .	..	common to both.	common to both.	common to both.	..	common to both.	common to both.	common to both.
21. Geometry . . . . .	1 h.	1 h.	3 h.	3 h.	1 h.	1 h.	3 h.	3 h.
22. Grammar . . . . .	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
23. Reading . . . . .	..	..	..	..	..	..	..	..
24. Natural History . . . . .	..	..	..	..	..	..	..	..
25. Drawing . . . . .	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.	2 h.
26. Thorough Bass . . . . .	1 h.	2 h.	1 h.	1 h.	2 h.	2 h.	1 h.	1 h.
27. Organ . . . . .	2 h.	2 h.	1 h.	1 h.	2 h.	2 h.	1 h.	1 h.
28. Piano . . . . .	1 h.	1 h.	1 h.	1 h.	1 h.	1 h.	1 h.	1 h.

NOTE.—h. stands for the hours devoted to each subject of instruction during the week.

COURSE OF INSTRUCTION PURSUED IN THE THREE CLASSES AT THE NORMAL SEMINARY, ESSLINGEN, WURTEMBERG, IN THE SUMMER HALF-YEAR OF 1839.

Hours.	Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
6 to 7 . . .	{ First . . Second . . Third . . }	Arithmetic. Methods of instruction. . . . . .	Art of questioning. Arithmetic. Religious instruction. Attend model school. Natural history. Piano or arithmetic.	Geometry. Religious instruction. Attend model school. Profane history. Piano or arithmetic.	Art of questioning. Religious instruction. Attend model school. Natural history. Piano or geometry.	Arithmetic. Religious instruction. Attend model school. Geography. Piano or arithmetic.	Methods of instruction Arithmetic. . . . . . Attend model school. Profane history. Piano or geometry
8 to 9 . . .	{ First . . Second . . Third . . }	Geography. Piano or arithmetic. Methods of instruction	Grammar. Religious instruction. Grammar. Geography. Grammar. . . . . .	Composition. Religious instruction. Composition. Thorough bass. Composition. . . . . .	Grammar. Religious instruction. Grammar. Composition. Religious instruction. Grammar. Recitations. Grammar. . . . . .	Composition. Religious instruction. Grammar. Recitations. Grammar. . . . . .	Grammar. Geometry. Grammar. Examinations. Examinations. . . . . .
9 to 10 . .	{ First . . Second . . Third . . }	Thorough bass. Grammar. . . . . .	Grammar. Religious instruction. Grammar. Geography. Grammar. . . . . .	Thorough bass. Composition. Composition. . . . . .	Grammar. Religious instruction. Grammar. Composition. Grammar. . . . . .	Composition. Religious instruction. Grammar. Recitations. Grammar. . . . . .	Geometry. Grammar. Examinations. Examinations. . . . . .
10 to 11 . .	{ First . . Second . . Third . . }	Singing. Singing. Geometry or violin.	Religious instruction. Methods of instruction. Arithmetic or piano. Organ or methods of in- Writing. [struction. Drawing. Organ. . . . . .	Religious instruction. . . . . . Geometry or piano. Organ. . . . . . Recitations. Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Religious instruction. Arithmetic or piano. . . . . . Organ. Writing. . . . . . Methods of instruction. Piano. . . . . .	Religious instruction. Methods of instruction Geometry or piano. Organ or composition. Drawing. . . . . .	Singing. Singing. Arithmetic or piano. Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
11 to 12 . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
1 to 2 . . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
2 to 3 . . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
3 to 4 . . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
4 to 5 . . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .
5 to 6 . . .	{ First . . Second . . Third . . }	Organ. Drawing. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Methods of instruction. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Writing. Piano. . . . . .	Organ. . . . . . Drawing. Organ. Arithmetic. Recitations. . . . . .

•• Further instructions in instrumental music is given in the evening.



PLAN OF INSTRUCTION pursued in the Three Courses, at the Normal Seminary at Lucern, Switzerland.

HOURS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
8 to 9, or 4 past 9.	1st course. Arithmetic.	1st and 3d course. Grammar and school discipline.	1st course. Arithmetic.	1st and 3d course. Grammar and school discipline.	1st and 3d course. Religious instruction.	1st and 3d course. Religious instruction.
9, or 4 past 9, to 10 or 11.	Grammar and school discipline.	Arithmetic.	Grammar.	Religious instruction.	Grammar.	Religious instructions.
10 to 11.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
11 to 12.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
12 to 1.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
1 to 2.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
2 to 3.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
3 to 4.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
4 to 5.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
5 to 6.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.
6 to 7.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	1st course. Grammar.	1st course. Arithmetic.	Statistics of Switzerland.

## SECOND REPORT ON THE SCHOOLS FOR THE TRAINING OF PAROCHIAL SCHOOLMASTERS AT BATTERSEA.

MY LORD,

London, December 15, 1843.

THE Committee of Council on Education voted 1,000*l.* on the 14th day of November, 1842, towards the expenses attending the establishment of the schools for the training of parochial schoolmasters at Battersea, and their Lordships have also, during the present year, granted 2,200*l.* to enable us to carry into execution the plan for enlarging and improving the premises which is appended to this Report, on condition that satisfactory arrangements should be made for the future support of the schools.

We therefore consider it our duty to submit to your Lordship a general account of our proceedings since the publication of our report in January, 1841 ; and to relate what arrangements have been made for the future management and support of these schools.

In the course of the four years which have elapsed since these schools were founded, we have had considerable experience of the difficulties which oppose the success of such establishments : we have been led to modify one part of our original plan, and the perspective of the future progress of the institution displays features in some respects different from those which we contemplated, when we stood upon the threshold of our experiment.

To record the results of our experience, and to narrate the reasons which have suggested changes in our original design, appear to us duties which we owe to the promoters of education in this country. Our desire is, that our errors may become beacons to those who follow, and our success a light on their path. We also think it important that some of the peculiar difficulties to be overcome in the management of such schools should be described, in order that they may not be encountered unawares. These are the reasons which induce us to submit to your Lordship some account of the progress of the Battersea Training Schools.

Our first step, on founding the institution, was to remove from schools which had been under our immediate superintendence, in connexion with the Poor Law Commission, some of the most promising pupils. We were not indifferent to the impression that, in selecting the destitute children of pauper parents as the subjects of a trial of the transforming influences of a religious training, our success would not fail to increase the confidence of the public in the ameliorative tendency of national education, on the manners, habits, and feelings of the most neglected classes ;

we hoped that a more active sympathy might be inspired for the 50,000 pauper children who await the legislative interference of Parliament for their efficient education in religion and industry. But our chief design was to ascertain whether, by training youths for a series of years in the strict regimen, the exact and comprehensive instruction, the industrious and self-denying habits, and the peculiar duties of a Normal School, we should not be able to procure more efficient instruments for the instruction of the children of the poor than by any other means.

We had frequently visited the schools of the Brothers of the Christian Doctrine in France, and had spent much time in the examination of their *Ecoles-mères*. Our attention was attracted to these schools by the gentle manners and simple habits which distinguished the Frères; by their sympathy for children, and the religious feeling which pervaded their elementary schools. Their schools are certainly deficient in some of the niceties of organization and method; and there are subjects on which the instruction might be more complete and exact, but each master was, as it were, a parent to the children around him. The school resembled a harmonious family.

The self-denying industry of these pious men was remarkable. The habits of their order would be deemed severe in this country. In the Mother School (where they all reside), they rise at 4. After private meditation, their public devotions in the chapel occupy the early hours of the morning. The domestic drudgery of the household succeeds. They breakfast at 7, and are in the schools of the great cities of France at 9. When the routine of daily school-keeping is at an end, after a short interval for refreshment and exercise, they open their evening schools, where hundreds of the adult population receive instruction, not merely in reading, writing, and the simplest elements of numbers, but in singing, drawing, geography; the mensuration of planes and solids; the history of France, and in religion. Their evening schools do not close till 10. The public expenditure on account of their services is one-third the usual remuneration of an elementary schoolmaster in France, and they devote their lives, constrained by the influence of a religious feeling, under a rule of celibacy, but, without a vow, to the education of the poor.

The unquestionable self-denial of such a life; the attachment of the children, and of the adult pupils to their instructors, together with the constant sense of the all-subduing presence\* of Christian principle, rendered the means adopted by the Christian Brothers, for the training of their novices, a matter of much interest and inquiry.

The Mother School differs in most important respects from a Normal School, but the extent of this difference is not at first sight apparent, and is one of those results of our experience which we wish to submit to your Lordship.

The *Mother School* is an establishment comprising arrangements for the instruction and training of novices; for the residence of the brothers, who are engaged in the active performance of the duties of their order, as masters of elementary day and evening schools; and it affords an asylum, into which they gradually retire from the fatigues and cares of their public labours, as age approaches, or infirmities accumulate, to spend the period of sickness or decrepitude, in the tranquillity of the household provided for them, and amidst the consolations of their brethren. The brothers constitute a family, performing every domestic service, ministering to the sick and infirm, and assembling for devotion daily in their chapel.

Their novices enter about the ages of 12 or 14.<sup>9</sup> They at once assume the dress of the order, and enter upon the self-denying routine of the household. The first years of their noviciate are of course devoted to such elementary instruction, as is necessary to prepare them for their future duties as teachers of the poor. Their habits are formed, not only in the course of this instruction, but by joining the religious exercises; performing the household duties; and enjoying the benefit of constant intercourse with the elder brethren of the *Mother School*, who are at once their instructors and friends. In this life of seclusion, the superior of the *Mother School* has opportunities of observing and ascertaining the minutest traits of character, which indicate their comparative qualifications for the future labours of the order, nor is this vigilance relaxed, but rather increased, when they first quit the private studies of the *Mother School*, to be gradually initiated in their public labours as instructors of the people.

Such of the novices as are found not to possess the requisite qualifications, especially as respects the moral constitution necessary for the duties of their order, are permitted to leave the *Mother School* to enter upon other pursuits. During the period of the noviciate, such instances are not rare, but we have reason to believe, that they seldom occur after the brother has acquired maturity.

As their education in the *Mother School* proceeds, the period devoted every day to their public labours in the elementary schools is enlarged; and, they thus, under the eye of elder brethren, assisted by their example and precepts, gradually emerge from the privacy of their noviciate to their public duties.

In all this there is not much that differs from the life of a young pupil in a Normal School; but, at this point, the resemblance ceases, and a great divergence occurs.

The brother, whose noviciate is at an end, continues a member of the household of the *Mother School*. He has only advanced to a higher rank. He is surrounded by the same influences. The daily routine which formed his domestic and religious habits continues. His mind is fed, and his purposes are strengthened by

the conversation and examples of his brethren, and his conduct is under the paternal eye of his superior. Under such circumstances, personal identity is almost absorbed in the corporate life by which he is surrounded. The strength of the order supports his weakness: the spirit of the order is the pervading principle of his life: he thinks, feels, and acts, by an unconscious inspiration from everything by which he is surrounded, in a calm atmosphere of devotion and religious labour. All is prescribed; and a pious submission, a humble faith, a patient zeal, and a self-denying activity are his highest duties.

Contrast his condition with that of a young man leaving a Normal School at the age of 18 or 19, after three or four years of comparative seclusion, under a regimen closely resembling that of the Mother School. At this age, it is necessary that he should be put in charge of an elementary school, in order that he may earn an independence.

The most favourable situation in which he can be placed, because remote from the grosser forms of temptation, and therefore least in contrast with his previous position, is the charge of a rural school. For the tranquil and eventless life of the master of a rural school, such a training is not an unfit preparation. His resources are not taxed by the necessity for inventing new means to meet the novel combinations which arise in a more active state of society. His energy is equal to the task of instructing the submissive and tractable, though often dull children of the peasantry; and the gentle manners and quiet demeanour, which are the uniform results of his previous education, are in harmony with the passionless life of the seclusion into which he is plunged. His knowledge and his skill in Method are abundantly superior to the necessities of his position, and the unambitious sense of duty which he displays attracts the confidence and wins the regard of the clergyman of the parish and of his intelligent neighbours. For such a life, we have found even the young pupils whom we introduced into the training schools at their foundation well fitted, and we have preferred to settle them, as far as we could, on the estates of our personal friends, where we are assured they have succeeded. Those only who have entered the Normal School at adult age, have been capable of successfully contending with the greater difficulties of town schools.

But we are also led by our experience to say, that such a noviciate does not prepare a youth of tender age to encounter the responsibilities of a large town or village school, in a manufacturing or mining district. Such a position is in the most painful contrast with his previous training. He exchanges the comparative seclusion of his residence in the Normal School for the difficult position of a public instructor, on whom many jealous eyes are fixed. For the first time he is alone in his profession; unaided by the example of his masters; not stimulated by emu-

lation with his fellows; removed from the vigilant eye of the Principal of the school; separated from the powerful influences of that corporate spirit, which, impelled his previous career, yet placed amidst difficulties, perplexing even to the most mature experience, and required to tax his invention to meet new circumstances, before he has acquired confidence in the unsustained exercise of his recently developed powers. He has left the training school for the rude contact of a coarse, selfish, and immoral populace, whose gross appetites and manners render the narrow streets in his neighbourhood scenes of impurity. He is at once brought face to face with an ignorant and corrupt multitude, to whose children he is to prove a leader and guide.

His difficulties are formidable. His thoughts are fixed on the deformity of this monstrous condition of society. It is something to have this sense of the extremity of the evil, but to confront it, that conviction should become the spur to persevering exertion. We have witnessed this failure, and we conceive that such difficulties can only be successfully encountered by masters of maturer age and experience.

The situation of the novice of a *Mother School*, founded in the centre of a great manufacturing city, is in direct contrast with that of the young student, exchanging his secluded training in a Normal School for the unaided charge of a great town school.

If such a Mother School were founded in the midst of one of our largest commercial towns, under the charge of a Principal of elevated character and acquirements; if he had assembled around him devoted and humble men, ready to spend their lives in reclaiming the surrounding population by the foundation and management of schools for the poor; and into this society a youth were introduced at a tender age, instructed, trained, and reared in the habits and duties of his profession; gradually brought into contact with the actual evil, to the healing of which his life was to be devoted; never abandoned to his own comparatively feeble resources, but always feeling himself the missionary of a body able to protect, ready to console, and willing to assist and instruct him:—in such a situation, his feebleness would be sustained by the strength of a corporation animated with the vitality of Christian principle.

We are far from recommending the establishment of such a school, to the success of which we think we perceive insurmountable obstacles in this country. The only form in which a similar machinery could exist in England is that of a Town Normal School, in which all the apprentices or pupil teachers of the several elementary schools might lodge, and where, under the superintendence of a Principal, their domestic and religious habits might be formed. The masters of the Elementary Schools might be associates of the Normal School, and conduct the instruction of the pupil teachers, in the evening or early in the morning, when free from the duties

of their schools. The whole body of masters would thus form a society, with the Principal at their head, actively employed in the practical daily duties of managing and instructing schools, and also by their connection with the Town Normal School, keeping in view and contributing to promote the general interests of elementary education, by rearing a body of assistant masters. If a good library were collected in this central institution, and lectures from time to time delivered on appropriate subjects to the whole body of masters and assistants, or, which would be better, if an upper school were founded, which might be attended by the masters and most advanced assistants, every improvement in method would thus be rapidly diffused through the elementary schools of towns.

The first steps towards the establishment of such an institution for schoolmasters may be taken by the masters of elementary schools unaided, if they are disposed to adopt the system pursued in Holland of rearing pupil-teachers as apprentices in all the town schools, and completing their course of instruction by one year's training in a Normal School.

In Holland, the elementary schoolmasters of every great town form a society, associated for their common benefit. Their schools are always large, varying in numbers from three to seven hundred, or even a thousand children, who are often assembled in one room. Every master is aided by a certain number of assistants of different ages, and by pupil teachers.

The course through which a youth passes from a position of distinction, as one of the most successful scholars, to that of master of a school, is obvious. He is apprenticed as a pupil-teacher, (an assistant equivalent, in the first stage, to the most superior class of our monitors in England.) As pupil-teacher he assists in the instruction of the youngest classes during the day, witnessing and taking part in the general movements of the school, and in the maintenance of discipline and order. He resides with his own family in the city, and before he is admitted apprentice, care is taken to ascertain that he belongs to a well-conducted household, and that he will be reared by his parents in habits of religion and order. Every evening all the pupil-teachers of the town are assembled to receive instruction. The society of teachers provides from its own body a succession of instructors, by one of whom, on each night of the week, the pupil-teachers are taught some branch of elementary knowledge necessary to school-keeping. One of the most experienced masters of the town, likewise, gives them lectures on method, and on the art of organizing and conducting a school.

The society of schoolmasters meets from time to time to receive from each of its members an account of the conduct, progress, and qualifications of each pupil-teacher in the town, not only in the evening class, but in the school duties of the day.

On the reputation thus acquired, and preserved, depends the

progress of the pupil-teacher in the art of school-keeping. As his experience becomes more mature, and his knowledge increases, he is entrusted with more important matters, and higher classes in the school. He undergoes two successive examinations by the Government Inspector, being first admitted candidate and afterwards assistant master, and he is then at liberty to complete his course of training by entering the Normal School, at *Haarlem*, from which he can obtain the highest certificates of fitness for the duties of his profession.

This appears to us a course of training peculiarly well adapted to the formation of masters for the great schools of large towns, and likewise for supplying these great schools during the education of the pupil-teacher, with the indispensable aid of a body of assistant masters, without which they must continue to be examples of an economy which can spare nothing adequate to the improvement of the people.

The formation of a body of pupil-teachers in each great town, thus instructed by a society of schoolmasters, is an object worthy of encouragement from the Committee of Council, who might at least provide the fees and charges of apprenticeship, and grant exhibitions for the training of the most successful pupil-teachers in a Normal School at the close of their apprenticeship, even if the Government were indisposed to encounter any of the annual charges incident to the plan.

Few words are requisite to render apparent the difference between the life of a pupil-teacher so trained, and that of a young novice in a Normal School. The familiar life of the parental household, while it exercises a salutary influence on the habits and manners of the young candidate, is not remote from the great scene of exertion in which his future life is to be spent. He is unconsciously prepared by the daily occurrences in his father's family, and by his experience and instruction in the day and evening school, to form a just estimate of the circumstances by which he is surrounded. He is trained from day to day in the management of the artful and corrupt children, even of the dregs of the city, and enabled to apply such means as the discipline and instruction of a common school afford, to the improvement of the moral and intellectual condition of the children of the common people. He becomes an agent of civilization, fitted for a peculiar work by habit, and prepared to imbibe during the year or year and a half he may spend in a Normal School those higher maxims of conduct, that more exact knowledge, and those more perfect methods of which it is the proper source. From such a period of training, he returns to his native city, or is sent to some other town, strong in the confidence inspired by his prolonged experience of the peculiar duties he has to perform, either to take a high rank as an assistant master, or to undertake the responsibility of conducting a town school as its chief.



These are the views which have led us to conclude that the admission of boys into a Normal School; as distinguished from a *Mother School*, is not a fit preparation for the discharge of the duties of a schoolmaster in a large town.

We have gradually raised the age of admission from 14 to 16, and thence to 18 or 20 years, and we are now of opinion that few or none should be admitted into a Normal School under the latter age.

Besides the reasons already stated why youths under 18 should not be admitted into such a school, there are some arising out of the internal economy of a Normal School of sufficient importance to deserve enumeration.

If youths are admitted, none who have arrived at adult age should be permitted to enter. The youth necessarily enters for a course of training which extends over several years; the adult student commonly enters for a year and a half or two years. The attainments of all are meagre on their admission. In the course of a few years, therefore, the youngest pupils are necessarily at the head of the school in their attainments and skill, which is a source of great discouragement to an adult entering such an establishment, and a dangerous distinction to a youth whose acquirements have suddenly raised him intellectually above all in his sphere of life. The tendencies of such a great disparity in the acquirements appropriate to the two classes of age are obviously injurious. We have experienced the consequences of this disparity as a disturbing force in the training schools, and to counteract these tendencies has required a vigilance and provident care, which has increased our labours and anxieties. Few things have been more pleasing than the readiness with which some of the oldest students who have entered the schools have taken their seats in the humblest positions, and passed with patient perseverance through all the elementary drudgery, though boys have held the most prominent positions in the first class, and have occasionally become their instructors. On the other hand, to check the conceit too frequently engendered by a rapid progress, when attended with such contrasts, we have suggested to the masters, that the humble assiduity of the recently entered adult pupil ought to secure an expressive deference and attention.

The intellectual development of the young pupils is a source of care insignificant in comparison with that attending the *formation of their characters*, and this could be accomplished with greater ease and certainty if they were the sole objects of solicitude. But, as members of an establishment into which adults are admitted in an equality or inferiority of position, the discipline is complicated and the sources of error are increased.

For these reasons we prefer to admit into a Normal School only students of adult age, reared by religious parents, and concerning whose characters and qualifications the most satisfactory

testimonials can be procured.' The inquiries preliminary to the admission of a student should in all cases, where it may be practicable, extend to his previous habits and occupations, to the character of the household in which he has resided, and the friendships he has formed. In all cases those young men are to be preferred whose previous pursuits warrant some confidence in their having a predilection for the duties of a teacher of the poor.

Our plans have therefore tended to the introduction of young men of 18 years of age and upwards for a training of one year and a half, which we are led to regard as the shortest period which it is desirable they should spend in such a school.

Our pupils who have settled in charge of rural schools have been encouraged by the correspondence which has been maintained with the majority of them. They have been supported by the sense, that as long as they persevered faithfully in their labours, they had friends ready to help in any casualty. This correspondence has maintained the influence of the Normal School, when the labours of the masters prevented their writing to their absent pupils. We have also promoted a familiar correspondence, between the students who have left the school and those who remain; and between all who have settled in life, in order that they may have a feeling of community of interest, and maintain among themselves an esprit de corps, the offspring of the public opinion of the school.

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The main object of a Normal School is the *formation of the character of the schoolmaster*. This was the primary idea which guided our earliest efforts in the establishment of the Battersea Schools on a basis different from that of any previous example in this country. We have submitted to your Lordship the reasons, which have led us to modify one of the chief features of our plan, but our convictions adhere with undiminished force to the principle on which the schools were originally founded. They were intended to be an institution, in which every object was subservient to the *formation of the character of the schoolmaster*, as an intelligent Christian man entering on the instruction of the poor, with religious devotion to his work. If we propose to change the means, the end we have in view is the same. Compelled by the foregoing considerations to think the course of training we proposed for youths does not prepare them for the charge of large schools in manufacturing towns, we are anxious that the system pursued in Holland should be adopted, as a training preparatory to the examination of the pupil teachers previously to their admission into a Normal School. Finding that the patrons of students and the friends of the establishment are unable, for the most part, to support a longer training for young men than one year and a half, we are more anxious respecting the investigation of their previous

characters and connexions, and more fastidious as to their intellectual qualifications and acquirements.

When the Battersea schools contain their complement of 50 students, the entire charges of the institution have been on the average, about 55*l.* for each pupil: 30*l.* has recently been required from the patrons, or friends, of the pupils, towards the expenses of their maintenance and education. The average annual charge on the founders of the schools, has therefore been 25*l.* for each pupil, or about 1,250*l.* per annum, when the school has been full.

If the number of pupils were augmented, the staff of masters would require to be increased, and the average expense would be about 20*l.* each for 70 pupils, or 1,400 per annum. The plans for the enlargement and repair of the school-buildings towards which your Lordships have voted us a grant of 2,200*l.*, would provide convenient accommodation for 70 pupils, and for the residence of a Principal, an officer whose superintendence of the future progress of the establishment has become indispensable.

When 70 pupils are in course of training in the schools for one year and a half, upwards of 50 would leave the establishment annually, at an expense of 30*l.* for the training of each pupil; or if the insufficiency of the resources of the establishment, and of the pupils conspired for the present, with the urgency of the wants of the public, to defeat this plan, and to render one year's training the maximum course, 70 pupils would leave the establishment annually, at an average expense of 20*l.* for each pupil, or 1,400*l.* per annum.

When circumstances thus combine to prevent the residence of the students in the training school for a longer period than a year and a-half, the inquiries as to previous character cannot be conducted with too much care, and *the first month of training should under any circumstances be regarded as probationary.*

Under these arrangements also, the impression produced upon the characters of the students during their residence is of paramount importance.

They are commonly selected from a humble sphere. They are the sons of small tradesmen, of bailiffs, of servants, or of superior mechanics. Few have received any education, except that given in a common parochial school. They read and write very imperfectly; are unable to indite a letter correctly; and are seldom skilful, even in the first four rules of arithmetic. Their biblical knowledge is meagre and inaccurate, and all their conceptions, not less on religious than on other subjects, are vague and confused, even when they are not also very limited or erroneous. Their habits have seldom prepared them for the severely regular life of the Normal School, much less for the strenuous effort of attention and application required by the daily routine of instruction. Such concentration of the mind would soon derange

the health, if the course of training did not provide moderate daily exercise in the garden, at proper intervals: The mental torpor, which at first is an obstacle to improvement, generally passes away in about three months, and from that period the student makes rapid progress in the studies of the school: The tables and examination papers appended to Mr. Allen's Report show the state of the pupil's acquirements, and how his intellectual powers are strengthened, when his course of instruction is completed.

These attainments, humble though they be, might prove dangerous to the character of the student, if his intellectual development were the chief concern of the masters.

How easy it would be for him to form an overweening estimate of his knowledge and ability, must be apparent, when it is remembered that he will measure his learning by the standard of that possessed by his own friends and neighbours. He will find himself suddenly raised by a brief course of training to the position of a teacher and example. If his mind were not thoroughly penetrated by religious principle, or if a presumptuous or mercenary tone had been given to his character, he might go forth to bring discredit upon education by exhibiting a precocious vanity, an insubordinate spirit, or a selfish ambition. He might become, not the gentle and pious guide of the children of the poor; but a hireling into whose mind had sunk the doubts of the sceptic; in whose heart was the worm of social discontent; and who had changed the docility of ignorance and dulness, for the restless impatience of a vulgar and conceited sciolist.

In the formation of the character of the schoolmaster, the discipline of the training school should be so devised as to prepare him for the modest respectability of his lot. He is to be a Christian teacher, following him who said, "he that will be my disciple, let him take up his cross." Without the spirit of self-denial, he is nothing. His reward must be in his work. There should be great simplicity in the life of such a man.

Obscure and secluded schools need masters of a contented spirit, to whom the training of the children committed to their charge, has charms sufficient to concentrate their thoughts and exertions on the humble sphere in which they live, notwithstanding the privations of a life but little superior to the level of the surrounding peasantry. When the scene of the teacher's exertions is in a neighbourhood which brings him into association with the middle and upper classes of society, his emoluments will be greater, and he will be surrounded by temptations which, in the absence of a suitable preparation of mind, might rob him of that humility and gentleness, which are among the most necessary qualifications of the teacher of a common school.

In the training school, habits should be formed consistent with the modesty of his future life. On this account we attach pecu-

liar importance to the discipline which we have established at Battersed. Only one servant, besides a cook, has been kept for the domestic duties of the household. From the table contained in Mr. Allen's Report, you will perceive that the whole household work, with the exception of the scouring of the floors and cooking, is performed by the students, and that they likewise not only milk and clean the cows, feed and tend the pigs, but have charge of the stores, wait upon each other, and cultivate the garden. We cannot too emphatically state our opinion that no portion of this work could be omitted, without a proportionate injury to that contentment of spirit, without which the character of the student is liable to be overgrown with the errors we have described. He has to be prepared for a humble and subordinate position, and though master of his school, to his scholars he is to be a parent, and to his superiors an intelligent servant and minister.

The garden work also serves other important ends. Some exercise and recreation from the scholastic labours are indispensable. Nevertheless, a large portion of the day cannot be devoted to it, and when three or four hours only can be spared, care should be taken that the whole of this time is occupied by moderate and healthful exertion in the open air. A period of recreation employed according to the discretion of the students would be liable to abuse. It might often be spent in listless sauntering, or in violent exertion. Or if a portion of the day were thus withdrawn from the observation of the masters of the school, it would prove a period in which associations might be formed among the students inconsistent with the discipline; and habits might spring up to counteract the influence of the instruction and admonition of the masters. In so brief a period of training, it is necessary that the entire conduct of the student should be guided by a superior mind.

Not only by the daily labour of the garden, are the health and morals of the school influenced, but habits are formed consistent with the student's future lot. It is well both for his own health, and for the comfort of his family, that the schoolmaster should know how to grow his garden stuff, and should be satisfied with innocent recreation near his home.

We have also adhered to the frugal diet which we at first selected for the school. Some little variety has been introduced, but we attach great importance to the students being accustomed to a diet so plain and economical, and to arrangements in their dormitories so simple and devoid of luxury, that in after-life they will not in a humble school be visited with a sense of privation, when their scanty fare and mean furniture are compared with the more abundant food and comforts of the training school. We have therefore met every rising complaint respecting either the quantity or quality of the food, or the humble accommodation in the dormitories, with explanations of the importance

of forming, in the school, habits of frugality, and of the paramount duty of nurturing a patient spirit, to meet the future privations of the life of a teacher of the poor. Though we have admitted some variety into the ingredients of the diet, we have not increased the quantity, or raised the quality, of the food of the school, or added one element even of additional comfort to their life.

Our experience also leads us to attach much importance to simplicity and propriety of dress. For the younger pupils we had, on this account, prepared a plain dark dress of rifle green, and a working dress of fustian cord. As respects the adults, we have felt the importance of checking the slightest tendency to peculiarity of dress, lest it should degenerate into foppery. We have endeavoured to impress on the students that the dress and the manners of the master of a school for the poor should be decorous, but that the prudence of his life should likewise find expression in their simplicity. There should be no habit nor external sign of self-indulgence or vanity.

On the other hand, the master is to be prepared for a life of laborious exertion. He must, therefore, form habits of early rising, and of activity and persevering industry. In the winter, before it is light, the household work must be finished, and the school-rooms prepared by the students for the duties of the day. One hour and a half is thus occupied. After this work is accomplished, one class must assemble winter and summer, at a quarter to seven o'clock, for instruction. The day is filled with the claims of duty requiring the constant exertion of mind and body, until at half-past nine the household retire to rest.

By this laborious and frugal life, economy of management is reconciled with the efficiency both of the moral and intellectual training of the school, and the master goes forth into the world humble, industrious, and instructed.

But into the student's character higher sentiments must enter, if we rightly conceive the mission of the master of a school for the poor. On the religious condition of the household, under the blessing of God, depends the cultivation of that religious feeling, without which the spirit of self-sacrifice cannot take its right place among the motives which ought to form the mainspring of a school-master's activity.

*There is a necessity for incessant vigilance in the management of a training school.* The Principal should be wise as a serpent, while the gentleness of his discipline, and his affectionate solicitude for the well-being of his pupils, should encourage the most unreserved communications with him. Much of his leisure should be devoted to private interviews with the students, and employed in instilling into their minds high principles of action. A cold and repulsive air of authority may preserve the appearance of order, regularity, and submission in the household; but these will prove

delusive signs if the Principal does not possess the respect and confidence, not to say the affections, of his charge. He should be most accessible, and unwearied in the patience with which he listens to confessions and inquiries. While it is felt to be impossible that he should enter into any compromise with evil, there should be no such severity in his tone of rebuke as to check that confidence which seeks guidance from a superior intelligence. As far as its relation to the Principal only is concerned, every fault should be restrained and corrected by a conviction of the pain and anxiety which it causes to an anxious friend, rather than by the fear of a too jealous authority. Thus conscience will gradually be roused by the example of a master, respected for his purity, and loved for his gentleness, and inferior sentiments will be replaced by motives derived from the highest source.

Where so much has to be learned, and where, among other studies, so much religious knowledge must be acquired, there is danger that religion should be regarded chiefly as a subject for the exercise of the intellect. A speculative religious knowledge, without those habits and feelings which are the growth of deeply-seated religious convictions, may be a dangerous acquisition to a teacher of the young. How important, therefore, is it, that the religious services of the household should become the means of cultivating a spirit of devotion, and that the religious instruction of the school should be so conducted as not merely to inform the memory, but to master the convictions and to interest the feelings. Religion is not merely to be taught in the school—it must be the element in which the students live.

This religious life is to be nurtured by the example, by the public instruction of the Principal, and by his private counsel and admonition; by the religious services of the household; by the personal intercourse of the students and the habits of private meditation and devotion which they are led to form; by the public worship of the church, and by the acts of charity and self-denial which belong to their future calling.

How important is it that the Principal should embody such an example of purity and elevation of character, of gentleness of manners and of unwearied benevolence, as to increase the power of his teaching, by the respect and conviction which wait upon a consistent life. Into the religious services of the household, he should endeavour to inspire such a spirit of devotion as would spread itself through the familiar life, and hallow every season of retirement. The management of the village school affords opportunities for cultivating habits of kindness and patience. The students should be instructed in the organization and conduct of Sunday schools; they should be trained in the preparation of the voluntary teachers by previous instruction; in the visitation of the absent children; in the management of the clothing and sick clubs and libraries attached to such schools. They should be accustomed to

the performance of those parochial duties in which the schoolmaster may lighten the burthen of the clergyman. For this purpose they should learn to keep the accounts of the benefit club. They should instruct and manage the village choir, and should learn to play the organ.

While in attendance on the village school, it is peculiarly important that they should accompany the master in his visits to children detained at home by sickness, and should listen to the words of counsel and comfort which he may then administer; they should also attend him when his duty requires a visit to the parents of some refractory or indolent scholar, and should learn how to secure their aid in the correction of the faults of the child.

Before he leaves the Training School, the student should have formed a distinct conception, from precept and practice, how his example, his instruction, and his works of charity and religion, ought to promote the Christian civilization of the community in which he labours.

Turn we again to the contrast of such a picture. Let us suppose a school in which this vigilance in the formation of character is deemed superfluous; or a Principal, the guileless simplicity of whose character is not strengthened by the wisdom of experience. A fair outward show of order and industry, and great intellectual developement, may, in either case, be consistent with the latent progress of a rank corruption of manners, mining all beneath. Unless the searching intelligence of the Principal is capable of discerning the dispositions of his charge, and anticipating their tendencies, he is unequal to the task of moulding the minds of his pupils, by the power of a loftier character and a superior will. In that case, or when the Principal deems such vigilance superfluous and is content with the intellectual labours of his office, leaving the little republic, of which he is the head, to form its own manners, and to create its own standard of principle and action, the catastrophe of a deep ulcerous corruption, is not likely to be long delayed.

In either case it is easy to trace the progress of degeneracy. A school, in which the formation of character is not the chief aim of the masters, must abandon that all important end to the republic of scholars. When these are selected from the educated, and upper ranks of society, the school will derive its code of morals from that prevalent in such classes. When the pupils belong to a very humble class, their characters are liable, under such arrangements, to be compounded of the ignorance, coarseness, and vices of the lowest orders. One pupil, the victim of low vices, or of a vulgar coarseness of thought, escaping the eye of an unsuspecting Principal, or unsought for by the vigilance which is expended on the intellectual progress of the school, may corrupt the private intercourse of the students with low buffoonery, profligate jests, and sneers at the self-denying zeal of the humble



student; may gradually lead astray one after another of the pupils to clandestine habits, if not to the secret practice of vice. Under such circumstances, the counsels of the Principal would gradually become subjects of ridicule. A conspiracy of direct insubordination would be formed. The influence of the superior would barely maintain a fair external appearance of order and respect.

Every master issuing from such a school would become the active agent of a degeneracy of manners, by which the humbler ranks of society would be infected.

The formation of the character is, therefore, the chief aim of a training-school, and the Principal should be a man of Christian earnestness, of intelligence, of experience, of knowledge of the world, and of the humblest simplicity and purity of manners.

Next to the formation of the character of the pupil is, in our estimation, the general development of his intelligence. The extent of his attainments, though within a certain range a necessary object of his training, should be subordinate to that mental cultivation, which confers the powers of self-education, and gives the greatest strength to his reflective faculties. On this account, among others, we attach importance to the methods of imparting knowledge pursued in the Normal School. While we have ensured that the attainments of the students should be exact, by testing them with searching examinations, repeated at the close of every week, and reiterated lessons on all subjects in which any deficiency was discovered, nothing has been taught by rote. The memory has never been stored, without the exercise of the reason. Nothing has been learned which has not been understood. This very obvious course is too frequently lost sight of in the humbler branches of learning—principles being hidden in rules, defining only their most convenient application; or buried under a heap of facts, united by no intelligible link. To form the character, to develop the intelligence, and to store the mind with the requisite knowledge, these were the objects of the Normal School.

In the village school a new scene of labour developed itself, which has been in progress since the period of our last report, and has now nearly reached its term. If we attach pre-eminent importance to the formation of character as the object of the Normal School, a knowledge of the method of managing an elementary school, and of instructing a class in each branch of elementary knowledge, is the peculiar object of the model school attached to any training institution. In its proper province as subordinate to the instruction and training in a Normal School, it is difficult to exaggerate the importance to a teacher, of a thorough familiarity with the theory and practice of organizing and conducting common schools. Without this, the most judicious

labour in the Normal School may, so far as the future usefulness of the student as a schoolmaster is concerned, be literally wasted. It is possible to conceive that the character may be formed on the purest model; that the intelligence may have been kept in healthful activity; and that the requisite general and technical instruction may have been acquired, yet without the aptitude to teach; without skill acquired from precept and example; without the habits matured in the discipline of schools; without the methods in which the art of teaching is reduced to technical rules, and the matter of instruction arranged in the most convenient form for elementary scholars, the previous labour wants the link which unites it to its peculiar task. On the other hand, to select from the common drudgery of a handicraft, or from the humble, if not mean pursuits of a petty trade, a young man barely (if indeed at all) instructed in the humblest elements of reading, writing, and arithmetic, and to conceive that a few months attendance on a model school can make him acquainted with the theory of its organization, convert him into an adept in its methods, or even rivet upon his stubborn memory any significant part of the technical knowledge of which he has immediate need, is a mistake too shameful to be permitted to survive its universal failure.

When we speak of the necessity of a thorough acquaintance with methods of organizing and teaching in common schools, we mean to *exalt* the importance of previous training of the character, expansion of the intelligence and sufficient technical instruction. Without this previous preparation, the instruction in the model school is empirical, and the luckless wight would have had greater success in his handicraft, than he can hope to enjoy in his school.

For these reasons, among others, the attention of the students has especially of late been directed to the theory of the organization of schools, and to the acquirement of the art of teaching. Whatever degree of success has attended the introduction of changes in the organization and methods of instruction in the Village School is greatly to be attributed to the zealous co-operation of the Honourable and Reverend Robert Eden, who opened his schools to our pupils, and has personally superintended the progress of these improvements with persevering activity.

It would be difficult in the brief limits of this report to give a satisfactory account of the objects sought to be accomplished in the *organization* of the Battersea Village School. This would be a subject more fitly discussed in a work on method. General indications would only serve to mislead.

The *method of conveying instruction* is peculiarly important in an elementary school, because the scholars receive no learning and little judicious training at home, and are therefore dependent for their education on the very limited period of

their attendance at school. On this account nothing superfluous should be taught, lest what is necessary be not attained. The want of a fit preparation of the mind of the scholar, and the brevity of his school life, are reasons for adopting the most certain and efficacious means of imparting knowledge, so that this short period may become as profitable as possible. The regularity of the child's attendance, the interest he takes in his learning, and his success, will be promoted by the adoption of means of instruction suited to the state of his faculties and the condition of society from which he is taken. If his progress be obstructed by the obscurity of his master's teaching, and by the absence of that tact which captivates the imagination of children and rouses the activity of their minds, the scholar will become dull, listless, and untoward; will neglect his learning and his school, and degenerate into an obstinate dunce. The easiest transition in acquirement is in the order of simplicity from the known to the unknown, and it is indispensable to skilful teaching that the matter of instruction should be arranged in a synthetic order, so that all the elements may have to each other the relation of a progressive series from the most simple to the most complex. This arrangement of the matter of instruction requires a previous analysis, which can only be successfully accomplished by the devotion of much time. Such methods are only gradually brought to perfection by experience. The elementary schoolmaster, however highly instructed, can seldom be expected to possess either the necessary leisure or the peculiar analytical talent; and unless this work of arrangement be accomplished for him, he cannot hope, by the technical instruction of the Normal School, to acquire sufficient skill to invent a method by arranging the matter of instruction.

In order, therefore, that he may teach nothing superfluous; that he may convey his instruction in the most skilful manner, and in the order of simplicity, it is necessary that he should become acquainted with a *method* of communicating each branch of knowledge.

This is the more important, because individual teaching is impossible in a common school. Every form of organization from the monitorial to the simultaneous includes more or less of collective teaching. The characteristics of skilful collective teaching are the simplicity and precision with which the knowledge is communicated, and the logical arrangement of the matter of instruction. Diffuse, desultory, or unconnected lessons are a waste of time, they leave no permanent traces on the memory; they confuse the minds of children instead of instructing them and strengthening their faculties.

Certain moral consequences also flow from the adoption of skilful methods of teaching. The relations of regard and respect which ought to exist between the master and his scholars are

liable to disturbance, when, from his imperfect skill, their progress in learning is slow; their minds remain inactive, and their exertions are languid and unsuccessful. A school in which the master is inapt, and the scholars are dull, too frequently becomes the scene of a harsher discipline. Inattention must be prevented—indolence quickened—impatience restrained—insubordination and truancy corrected; yet all these are early consequences of the want of skill in the master. To enforce attention and industry, and to secure obedience and decorum, the languid and the listless are too often subjected to the stimulus of coercion, when the chief requisite is method and tact. The master supplies his own deficiencies with the rod, and what he cannot accomplish by skill, he endeavours to attain by the force of authority.

Such a result is not a proper subject of wonder, when the master has received no systematic instruction in method. To leave the student without the aid of *method*, is to subject him to the toil of analysis and invention, when he has neither the time nor the talent to analyze and invent.

Some progress has been made in the introduction of appropriate methods into the village school at Battersea.

In the introduction of the *Phonic method of teaching to read*, less has been practically done than the length of time expended in the production of the Manual would appear to justify, if it had been possible to accomplish much before the Manual and apparatus were prepared. The first and second books of the Manual are now complete, being printed, with the tablets for elementary schools, in new type, by Mr. Parker. The other books are almost ready, and all will be published without delay. The complete introduction of the Phonic method into the village school will therefore encounter no further obstacle. Meanwhile the school has been the scene of all the early trials of the method. Mr. Senf, to whom the analytical labour, and the task of arrangement, was confided, resided in the Normal School, and from time to time conducted a class experimentally in the village school. The task has since been confided to Mr. Tomlinson, who has prepared the reading lessons for the tablets and the Manual; and Mr. Macleod, the master of the village school, has practically tested the labours of these gentlemen, by his own experience, of the method in conducting classes in the village school. Mr. Tomlinson has also had charge of classes in London, in order that the method might not be published before its adaptation to English schools, was proved by adequate experience. The limits of these pages do not permit us to enter upon the principles on which this method is based. It is perhaps sufficient to say, that it has been, in various forms, almost universally adopted in elementary schools in Holland, Germany, and Prussia.

The method of teaching *writing* invented by *M. Mulhauser*, of

Geneva, and adopted in the chief normal schools of France, was introduced by us into the Battersea village school, and taught there by Mr. Macleod. He has since given lessons to classes of the metropolitan schoolmasters at the School of Method formerly assembling in Exeter Hall, and now in St. Martin's Lane; and this method is adopted in many schools in London. Most of the principal improvements in this method have, since the public instruction given by Mr. Macleod, been adopted by the inventor of another method, who attended Mr. Macleod's classes for his own instruction. His copy-books and black boards have been modified by the introduction of the most characteristic features of the method of Mulhauser; and, as there was no desire on our part to create a monopoly of instruction, we rejoice that this gentleman has become the propagator of the chief elements of this method. Some difficulty is frequently experienced in procuring the Manual and copy-books of Mulhauser through the country booksellers. This obstacle to its diffusion will be removed. The method is so simple, that any country schoolmaster of common intelligence may learn it, without trouble, from the Manual; and the books are sold at so low a price, as to be within the means of all.

The method of teaching *arithmetic* introduced into the village school is a modification of that of *Pestalozzi*. By this method the theory of numbers, and the art of mental calculation have been taught both the students of the Normal School and the village scholars. All the masters acknowledge the assistance they have derived from it.

We had seen the method of *Pestalozzi* cultivated in various parts of Europe, under different modifications, and, on visiting the Kildare Place Schools in Dublin, a few years ago, we found one of the most successful examples of the cultivation of this method, conducted by Mr. Irvine, now head master of the Lower School at the Royal Hospital, Greenwich. We never observed in any school greater expertness in mental calculation, than in the Kildare Place Schools, nor so universal an aptitude for numerical combinations.

The method had been introduced into the Kildare Place Schools by Mr. Singh, of Wicklow, who had visited *Pestalozzi* at Iverdun, made himself acquainted with the method, and published in Dublin a Manual of Exercises for the use of the schools in connexion with the Kildare Place Society.

Mr. Irvine was, subsequently appointed head-master of the Lower School at Greenwich by the Lords of the Admiralty; and, notwithstanding the interruption of imperfect health, and many obstacles, has succeeded in establishing this method in his class.

He had also conducted classes, consisting chiefly of masters of elementary schools in London, at the School of Method, and there

succeeded in creating interest in this new study, and in imparting considerable skill. It is greatly to be regretted that these labours exhausted his strength, and seriously impaired his health.

Mr. Tate, the mathematical master of the Training School, undertook the introduction of this method into that school, aided by the *Manual of Exercises* published by Tims of Dublin for Mr. Singh. Shortly afterwards, Mr. Macleod also introduced the method into the village school. Some months experience led Mr. Tate to perceive that the *Manual of Exercises* might be condensed, and might be so arranged as to have a more evident relation to the theory and practice of the commercial arithmetic commonly taught in schools. With this view he was intrusted with the preparation of a *Manual*, which, after a prolonged trial, both in the Normal and Village schools, is now ready for publication.

As soon as the *Manual* is published the lessons in the School of Method will probably be resumed. The *Manual* will be published cheaply by Mr. Parker, by whom the tables necessary for instruction on this method will also be sold, both printed on sheets and painted on black boards.

The *method of teaching drawing from models* invented by M. Dupuis was also practised in the training school. The development given to this method is due to the zeal of Mr. Butler Williams as a public teacher, and to the skill with which he has prepared a manual of the method. Mr. Butler Williams commenced his labours as a public teacher of this mode of drawing in the Battersea Village School, where he soon acquired, by his own efforts and ingenuity, such skill in the illustration of the method as to enable him to conduct with success the classes for drawing from models, which were immediately opened by him in the School of Method, and attended by schoolmasters, superior mechanics, and artificers. The public exhibition of the drawings made by Mr. Butler Williams' classes has established the efficiency of this method of teaching the drawing of form. Since that period, the pupils who executed these drawings have assembled in St. Martin's church, and in a series of lessons have produced views of the interior. The elementary classes in the School of Method are re-opened, and an upper school of drawing from models has been established in a convenient gallery in Maddox-street, where Mr. Williams is now pursuing, experimentally, Dupuis' application of the method to the drawing of the human figure. The power of drawing from natural objects acquired by the artificers and schoolmasters who have attended these classes, together with the increase of their skill in design, have attached Mr. Butler Williams's pupils to his course, and have also occasioned the opening of private classes in the new gallery in Maddox-street. It is also arranged that this course shall be required as a preliminary to an

entrance into the classes of the Government School of Design at Somerset House, and for this purpose several new classes will immediately be opened.

The preliminary measures for the introduction of the *method of teaching singing*, invented by M. Wilhem, are related in your Lordships' minute on that subject; but the success which has attended the labours of Mr. Hullah remains to be told. The primary object of the inquiries which Mr. Hullah was directed to make in Paris was the experimental introduction of this method in the training schools at Battersea, and the consequent preparation of the Manual. Here Mr. Hullah carefully pursued his early trials of the method, adapted it to English use, and gave the first demonstrations of its efficiency. The illustrations of Mr. Hullah's early lectures were sung by the pupils of the training school; and when the method had been thus tested by a prolonged trial, the Manual was published, and the classes of the School of Method were opened at Exeter Hall. These classes were conducted at great expense, owing to the heavy charge made by the directors of that building for the use of the rooms, and for several incidental sources of outlay; yet, during two years, they have been maintained by the payments of the pupils, without the aid of subscriptions or any grant from the Government; though the expenditure of the first year exceeded 3,000*l.*, and that of the second year amounted to 2,000*l.*, notwithstanding that Mr. Hullah's services were gratuitous, and that he remunerated his assistants. During the first year 2657 members were in attendance on these classes, and during the second year 2325, and Mr. Hullah now has 1,200 members in his upper schools, besides those attending the elementary classes, although in every part of London both elementary classes and upper schools are conducted by his pupils and assistants. The method has likewise been introduced by Mr. Hullah into the public schools of Eton, Winchester, the Charter House, Merchant Tailors' School, and into the school attached to King's College, London. It is, likewise, taught in St. Mark's College, Chelsea, the Whiteland's Training School, and the central schools of the National Society, in the training schools of the British and Foreign School Society in the Borough-road, in the Home and Colonial, Infant School Society's Model Schools, in the Chester Diocesan Training School, in the Model and Normal schools of the Irish Commissioners in Dublin, in the Norwood schools, and those of the Royal Hospital, Greenwich, and in the majority of well-conducted elementary schools both in town and country. Mr. Hullah is now Professor of Vocal Music in King's College.

The Manual is published in various forms, and the number of each of these forms sold by Mr. Parker may give some idea of the

extent to which the method is diffused. We have, therefore, appended in a note a statement of the number of copies sold. About 130,000 copies of the first part of the Manual, Exercises,

\* Statement of the Sale of Copies of Hullah's Manuals for Singing.  
December 12.

Hullah's Manual	Part 1.	31,200	
			57,000
Exercises	Book 1.	95,000	
	Book 2.	44,300	
	Book 3.	31,000	
			170,300
Large Sheets	1 to 10	1,738	
	11 — 20	1,170	
	21 — 30	672	
	31 — 40	550	
	41 — 50	417	
	51 — 60	325	
	61 — 70	290	
	71 — 80	242	
	81 — 90	231	
	91 — 100	214	
			5,849
			10
			58,490
Hullah's Vocal Grammar			1,150
Tablets for Monitorial Schools			173

Statement of the Sale of Copies of Mr. Hullah's Part Music.

		Class A.	Class B.	Class C.
	Score, No. 1	3,030	2,100	1,025
	" 2	1,450	1,250	680
	" 3	1,050	730	500
	" 4	850	90	*
	" 5	820	*	*
	" 6	740	*	*
	" 7	360	*	*
	" 8	170	*	*
		8,470	4,170	2,205

	Soprano.	Alto.	Tenor.	Bass.	Summary.	General Summary.
No. 1	3,800	1,900	2,200	2,250	Soprano 11,450	Class A.—
2	1,980	1,090	1,330	1,390	Alto . 5,930	Score . 8,470
3	1,550	775	1,100	1,150	Tenor . 7,675	Separate } 32,920
4	1,200	625	830	870	Bass . 7,865	Voices . }
5	1,130	560	780	830		Class B. 4,170
6	1,000	520	710	750	32,920	Class C. 2,205
7	450	260	425	425		
8	340	200	300	200		
	11,450	5,930	7,675	7,865		47,765

Those numbers marked \* not yet published.



Sheets, and Tablets are in use. Estimating that 100 children are under instruction in every case in which the large sheets and tablets are in course of sale, and that only one person receives instruction from each copy of the Manual, Grammar, and Exercises, in course of distribution, upwards of 300,000 persons are now receiving instruction in singing according to this method in England and Wales, without reckoning those who have entered upper schools, and are now using the Part Music and Psalter. Mr. Hullah's Part Music is printed for three classes of voices, each class being also printed both in score and for each separate voice, in order to provide appropriate music for the practice of the upper schools. In the course of a few months 47,765 copies of the separate numbers of this Part Music have been sold, and 16,305 copies of the first number of each part in score or for a separate voice.

Mr. Hullah's labours for the diffusion of popular instruction in music are, for the present, completed by the publication of a Psalter.

Those methods of teaching grammar and etymology to which the denomination of *intellectual methods* had been given by the late conductor of the Edinburgh Sessional School, Mr. Wood, have been satisfactorily established, both in the instruction of the village school and that of the Normal School. In the Normal School the course of instruction in grammar is more extensive, and a grammar of more refined analysis is employed than in the village school, it being obvious the master ought to have a deeper insight into the construction of his native language than he can hope to impart to the scholar of a common school. In both schools, however, the aim of Mr. Wood to give a logical arrangement to the matter of instruction in these subjects, is followed.

These several *Methods* have now been tested by experience on the most public theatre, and have become an important part of the instruction of masters of elementary schools. The Manuals, in which they are embodied, render their acquisition comparatively easy even to those who do not enjoy the advantage of receiving lessons in the art of teaching by them from adepts. The School of Method will place within the reach of the schoolmasters of the metropolis the means of acquiring the requisite skill; and the body of schoolmasters, whom the Normal Schools will annually disseminate, will diffuse them through the country. Every school conducted with complete efficiency by a master trained in a Normal School, will become a model to neighbouring schools, which have not enjoyed similar advantages. On this account, alone it is important that no student from a Normal School should commence his labours in the country, until he has acquired a mastery of the methods of teaching these necessary elements.

The arrangements for conveying instruction in these methods,

have recently acquired a more definite form in the training schools, since the completion of the Manuals has enabled us to confide to Mr. Macleod, the master of the village school, the course of instruction in the Phonic Method of Teaching to Read, in Mulhauser's Method of Writing, in the Arithmetic of Pestalozzi, in the art of managing and instructing a class, and in the art of giving lessons to a group of classes in the gallery, as well as such outlines of the discipline and organization of schools as his experience suggests. To Mr. Butler Williams would have been confided the instruction in the method of teaching drawing from models, and to Mr. May is entrusted that of singing after the method of Wilhelm. The Rev. John Hunter, who is acquainted with the *intellectual methods* of Mr. Wood, conveys his instruction in grammar and etymology on those methods, and likewise the biblical instruction, which is his peculiar charge.

On the theory of the discipline and organization of elementary schools no complete course has hitherto been attempted in the training schools. Sufficient leisure has not been found for the completion of a Manual on this subject.

In a course of instruction extending over a year and a half, a student ought to spend three hours daily, during six or eight months, in the practice of the art of teaching in the village school. When the course of instruction is necessarily limited to one year, four months should be thus employed, and during the entire period of his training, instruction in method should form an element of the daily routine in the Normal School.

By such means alone can a rational conception of method be attained, and that skill in the art of conducting a school and instructing a class without which all the labours of the Normal School in imparting technical knowledge are wasted, because the student has no power of communicating it to others.

The Battersea Training Schools were founded in the hope that they would be employed to assist the executive Government in supplying masters to the schools of industry for pauper children, to the prisons for juvenile offenders; to the schools of Royal foundation for the army and navy; to the schools of the dockyards and men-of-war, and to the colonies.

The constitution impressed upon them was conceived with this view. We intended that these schools should be under the direction of the State and in harmony with the Church.

The religious teaching was confided to the Honourable and Rev. Robert Eden, Vicar of the parish, and the Rev. J. Hunter, by whom the instruction in the Holy Scriptures, and in the Liturgy and Catechism, was conducted, and the religious discipline was superintended. Our desire was that the religious instruction should be positive; that it should be occupied with the exposition of truth; and that it should be copious, compre-

hending the great standards of our faith, so as to prepare the masters trained in the school to become in truth Christian teachers with all the strength of conviction and feeling.

In the asylum of indigence, and in the service of the State the law knows no distinctions of religion. It provides for the necessities of all whose services it demands. Pauperism is encouraged without an inquiry into creeds, and crime is scourged without distinction of opinions. The masters of schools for such asylums by law belong to the Church of England, but we conceived they might be faithful to that Church without being intolerant to those who separate from her communion. We desired to rear Christian teachers, not antagonists of supposed error, but men regarding the Church with reverence and affection, and all Christians as brethren. We hoped that without adopting any previous *limits* for secular instruction, or acknowledging any rule but that of efficiency in the methods and matter of learning, the schools might enjoy the confidence of the heads of the Church.

With these relations to the Church, and to those who separate from her communion, we desired to place the institution under the guidance of the executive Government, in order that the great schools under its immediate control might be supplied with masters from this source.

The late Government left on record the following minute (see *Appendix*), approving the constitution of the schools, and recommending that a grant towards the expenses incurred by their founders should be included in the estimates of the year.

The Committee of Council, over which your Lordship has presided, voted 1,000*l.* in 1842, towards the expenses attending the establishment of the schools.

This year your Lordship is aware, that we renewed our application for aid in a letter contained in the note at the foot of this page.

\* MY LORD,

I have communicated to me the decision of the Committee of Council, on my letter, applying for a grant towards the establishment and support of the Battersea Training and Village Schools, and expressed on behalf of their Lordships a desire that the permanent prosperity of these schools might be secured. Their Lordships were pleased to grant 2000*l.*, on condition that the trustees of the school procured a lease of the premises which they now occupy at Battersea, and that the Committee could be satisfied that the schools were likely to be maintained in a state of efficiency for a reasonable period.

I did not hesitate to express to your Lordship my determination to do every thing that lay in my power to carry the wishes of the Committee into execution. I lost no time in making inquiries as to the terms on which it would be prudent to take a lease of the premises, and I now submit the result of those inquiries.

The schools have been conducted with the most rigid economy, and we have, therefore, avoided expending money on the repairs of the premises. Consequently, a considerable outlay on repairs is now unavoidable. I apprehend that about 400*l.* would be required to put the premises into tenantable repair.

We have hitherto, likewise, been content with imperfect arrangements. We use one of the class rooms as a dining-hall. We have no convenient washing-room; the communication between the different parts of the premises is circuitous; and the domestic offices are not separated from that part of the building in which the students reside.

After renewed deliberation the Committee of Council resolved to grant 2200*l.* towards the expense of enlarging and improving the

The greatest defect is, that the students sleep in common dormitories, each room containing many beds, placed near each other. I stated in my previous letter, that the whole body of students will now be adults, and the course of training limited to one year. The common dormitories were first occupied when boys only were admitted into the establishment, and when the course of instruction extended to three years. Separate dormitories have become necessary since we have admitted only young men. We proposed to convert a range of sleeping attached to the premises into a series of small separate bed-rooms, and to add another story to this and an adjoining building.

A failure of the premises without these repairs and alterations would be very undesirable. We have submitted to great inconvenience as long as we regarded the school as provisional; but the improvement of the premises is indispensable to their prolonged occupation.

I lay before your Lordship, therefore, plans of the alterations in the premises, which are indispensable if we take a lease. They have been designed, and will be executed, on the most economical scale of expenditure. Mr. Cubitt has surveyed the premises, and furnished me with an estimate of the cost of these improvements, amounting to 2000*l.*; without including some general repairs which may be estimated at 200*l.*

We should be unwilling to remove the training school from Battersea; our associations with the vicar have been harmonious; the parochial school, which serves as our model school, has attained a degree of excellence, which, if we removed from this parish, could not be reached without the labour of years. We should not willingly commit the practical injustice of having raised this parochial school to its present state of efficiency, and then abandoned it, to the great injury of the parish, not lose the aid of a school of such merit for the illustration of method to our pupils.

Having obtained the estimate of the cost of the projected improvements, I laid the plans and estimate before the landlord. He agrees to grant us a lease for seven, fourteen, and twenty-one years, and to contribute 400*l.* towards the outlay, leaving 1600*l.* to be provided for by your Lordships' grant. The grant of the Committee of Council will thus be reduced to 200*l.*, or barely a reasonable allowance for unforeseen contingents.

We should hold the premises at a moderate rent, and I should be disposed to take a lease for seven, fourteen, and twenty-one years, and with the aid of their Lordships' grant, to expend 2200*l.* on the improvements proposed in the plan which accompanies this letter, and on other repairs, under the following arrangements —

1. That the students entering the school consist of four classes. Those who provide the whole cost of their maintenance and education themselves, or by their patrons. These students will be free to settle where they please at the close of their course of training.

2. Those who provide 30*l.* towards the cost of their maintenance and education, and who sign an agreement to serve the Government for five years from the period when they pass the examination for the first year's certificate. The subsequent regulations A and B apply to this class.

3. Those who provide 30*l.* towards the cost of their maintenance and education, and give security for the payment of 25*l.* within one year of the period when they leave the institution. These students will be free to settle where they please.

4. The trustees will offer every quarter an exhibition of 25*l.* to the best candidate for admission, who may be able to pass a preliminary examination in religious knowledge, English grammar, etymology, and composition; arithmetic, as far as decimals; algebra, as far as simple equations; and the geography of Palestine and England. The trials will be conducted by the masters by means of examination papers and oral questions. The successful candidates will be admitted to one year's training for 30*l.*, without any condition as to future service.

5. The trustees will offer an exhibition every quarter to the ten students whose year of training expires in that quarter, upon trials by examination papers, oral questioning, and public teaching in the village school. They will award this exhibition to that student, whose proficiency in his studies, skill in teaching, conduct

school buildings on condition that a lease of the premises was taken and that satisfactory arrangements were made for the permanent support of the institution.

We had expended upwards of 5000*l.* in the management of the schools; of this 1000*l.* had been received from the patrons and friends of pupils towards the expenses of their training, and 1500*l.* had been contributed by our personal friends (*see Appendix*) with unsolicited confidence and generosity. Our own expenses amounted to 2500*l.*

We felt that in future the schools could not be conducted

in the institution, and general character, shall appear to the Directors and masters most fully to warrant confidence in his success as the master of an elementary school. This exhibition for students of the first class shall consist of 25*l.*

Students of the second class who have agreed to serve the Government, may fulfil the agreement without repaying 25*l.* from their salaries; and the training school will then have no claim on the Government for any payment on behalf of such student.

Students of the third class will by this exhibition free their surties from the repayment of 25*l.*

Students of the fourth class will gain a second exhibition of 25*l.* and will pay only 5*l.* for one year's training.

A. That students who belong to the second class shall sign an agreement to serve the Government as schoolmasters for five years after they obtain their certificates.

1. In any establishment containing a school under the executive Government.
2. In any school connected with the army, navy, or dock-yards.
3. In any institution for the reformation of criminal youth.
4. Or for the training of pauper children.
5. In any model school, partly, or wholly supported by aid from the Committee of Council.
6. Or as inspectors or masters of model schools in the colonies.

With a proviso that they shall not be required to serve for less than 50*l.* per annum, and also, that if the salary exceed 70*l.* per annum, they shall repay to the Government by annual instalments, in two years, the premium advanced on their behalf. An account shall be kept in the training school of the repayment of these instalments on behalf of the Government.

B. For every student signing such an agreement, the Government shall pay 25*l.* to the training school, upon the presentation of a certificate from the inspector, that the student has been instructed and trained for one year, and has, after the usual periodical examinations, obtained a diploma, certifying his good conduct, industry, capacity, and skill, the subjects upon which he has been examined; and the degree of competency he has acquired in each, which diploma shall be signed by the Directors, the vicar of the parish, and by the chaplain and masters of the training and village schools, and countersigned by Her Majesty's Inspector of Schools.

Under this arrangement the trustees will assume the pecuniary risks of maintaining the establishment, and whatever responsibility may be connected with its management.

In order to conduct the establishment efficiently, it will be necessary to raise 500*l.* or 600*l.* annually by subscriptions beyond the grants of the Committee of Council, or of the patrons of students, and the payments of the pupils themselves.

I have no doubt that contributions to this extent can be secured, and that the stimulus which will be given to the schools, if the Committee approve this arrangement, will ensure their prosperity.

On the other hand, the adoption of this arrangement, or of some similar plan, appears the only alternative to the immediate dissolution of the schools.

I have the honour to be,

Your Lordship's most obedient servant,

without the aid of a Principal, and that our expenses would therefore rise from 1200*l.* to 1500*l.* per annum. We were unable to pledge our personal resources to this extent, and we could not claim the grant of 2200*l.* offered by the Committee of Council without providing for the permanent support of the establishment by arrangements satisfactory to their Lordships. We felt it necessary carefully to deliberate on the course we should pursue. The Battersea Training Schools had been founded with two distinguishing objects :—

1. To give an example of normal education for schoolmasters, comprising the formation of character, the development of the intelligence, appropriate technical instruction, and the acquisition of method and practical skill in conducting an elementary school.

2. To illustrate the truth that, without violating the rights of conscience, masters trained in a spirit of Christian charity, and instructed in the discipline and doctrines of the Church, might be employed in the mixed schools necessarily connected with public establishments, and in which children of persons of all shades of religious opinion are assembled.

Our first impulse was to remember the generous and unsolicited contributions by which our funds had been replenished, and to turn to those friends who had offered us this voluntary evidence of their sympathy. A little reflection, and the advice of some experienced friends, convinced us that, however successful such an application might be, a subscription for the support of the schools, in the present agitated state of the public mind, would probably raise a new subject of controversy.

The Training Schools had to a remarkable extent escaped the fierce denunciations with which the success of almost every other effort for the improvement of elementary education had been menaced from one or other of the great parties, and we had no desire to expose them to the violence of party feuds, unless it were clear that some signal advantage could thus be obtained for the progress of an efficient religious education based on the recognition of civil rights. We had no assurance that such an achievement could be won, by the exertions of so fluctuating a body as the subscribers necessary for the support of a charitable institution.

We were unable to fulfil our original design of devoting this establishment to the supply of masters to schools connected with the executive Government, and especially to the great schools of industry for pauper children now existing at Norwood, Manchester, Liverpool, Sheffield, and about to be erected elsewhere. We therefore turned to observe in what sphere existed the greatest need of a supply of skilful and religious men, ready to devote their lives to the great work of spreading a truly Christian civilization through the masses of the people. Our personal ex-

perience had made us early acquainted with the absence of growth in the spiritual and intellectual life of the masses, corresponding with the vast material prosperity of the manufacturing districts.

We had witnessed the failure of efforts to found a scheme of combined education on the emancipation of infants from the slavery into which the necessities and ignorance of their parents and the intensity of commercial competition had sold them.

To arrest the progress of degeneracy towards materialism and sensuality, appeared to us to be the task most worthy of citizens in a nation threatened by corruption from the consequences of ignorance and excessive labour among her lower orders.

It is impossible that the legislature should, year after year, receive and publish such accounts of the condition of the people as are contained in the Reports of the Hand-loom Weavers' Commission, or of the Commission on the Employment of Women and Children, or that on the Dwellings of the Poor and on the Sanitary Condition of Large Towns, without resolving to confer on the poor some great reward of patience, by offering national security for their future welfare.

These considerations have a general relation, but the state of the manufacturing poor is that which awakens the greatest apprehension. The labour which they undergo is excessive, and they sacrifice their wives and infants to the claims of their poverty, and to the demands of the intense competition of trade. Almost every thing around them tends to materialize and inflame them.

They are assembled in masses—they are exposed to the physical evils arising from the neglect of sanitary precautions, and to the moral contamination of towns—they are accustomed to combine in trades unions and political associations—they are more accessible by agitators and more readily excited by them.

The time for inquiry into their condition is past, the period for the interference of a sagacious national forethought is at hand. We therefore felt that the imminent risks attending this condition of the manufacturing poor established the largest claim on an institution founded to educate Christian teachers for the people.

We have explained the relations which the training schools had to the Established Church of this country, and the circumstances by which that condition was determined. When, therefore, we perceived the resources recently collected by the Church to promote the spread of education in the manufacturing districts, we felt that to contribute towards rendering the education there provided efficient and comprehensive, was an object strictly consistent with the first of the intentions for which the institution was founded, and we felt that the force of circumstances had defeated the accomplishment of the second.

After some correspondence with the Bishop of London, we there-

fore requested the Committee of Council\* to permit us to transfer the grant made by their Lordships for the enlargement and improvement of the buildings, together with the entire establishment to the National Society.

This arrangement has since been completed, with the concurrence of the Committee of Council and the National Society, and we have now withdrawn from the direction of the schools.

We have the honour to be, My Lords, your obedient Servants,

J. P. KAY SHUTTLWORTH.

EDWARD CARLETON TUNNELL.

\* Mr Lord, to his grace's Council Office, Whitehall, November 20, 1843.

THE Lord President communicated to me the result of your deliberations at the last meeting of the Committee concerning the application for aid towards the establishment and support of the Battersea Training Schools.

I was very sensible of the confidence in the founders and managers of that Institution implied by your Lordships' grant of £2200, towards the expenses attending the enlargement and repairs of the school buildings. The condition of your Lordships' grant, however, demanded some deliberation. You required that satisfactory arrangements should be made for the permanent establishment and support of the schools.

Such arrangements it appeared could not be satisfactory to your Lordships, if entered into with private individuals only, unless they were prepared to pledge their private fortunes for the fulfilment of the condition.

The alternative that suggested itself was, that the schools should cease to be under the control of private persons, and that their future management should be confided to some public body, which, from its position, numbers, and character, could, with a reasonable prospect of success, assume the responsibility attaching to the fulfilment of the condition of your Lordships' grant.

Upon mature reflection, and after consultation with some friends, we felt that the public body, to which alone the schools could be confided, should be prepared to conduct them on the principles of the tolerant Church of England, and to acquiesce in the existing arrangements for the internal discipline and instruction of the schools, and for the training of the pupils for their peculiar vocation. These were the principles and the methods to which your Lordships had previously extended the sign of your approbation by a grant of £1000, and which you were now prepared to distinguish by a further grant of £2200.

With this conviction, I entered into communication with the Archbishop of Canterbury and the Bishop of London, proposing to them to put the schools under the management of a Committee of the National Society, disposed to carry into execution the plans upon which the schools had been founded.

I found the Archbishop and the Bishop both cordially disposed to acquiesce in this proposal.

They have since communicated with the principal members of the Committee of the National Society, and found them equally ready to concur, and I am informed that a special meeting of the Society will be held this week to consider and determine the question.

I therefore communicate to your Lordships the steps which have been taken towards the fulfilment of the condition of your grant, viz. that satisfactory arrangements should be made for the permanent establishment and support of these schools; and I request your approval.

I have the honour to be, My Lords,

Your most obedient Servant

The Committee of Council on Education.

J. P. KAY SHUTTLWORTH.



## APPENDIX.

*The Donors to the Battersea Training Schools.*

The Viscount Morpeth . . . . .	£500
The Duke of Sutherland . . . . .	200
The Marquis of Lansdowne . . . . .	100
The Earl of Radnor . . . . .	100
Samuel Jones Loyd, Esq. . . . .	100
George Cornwall Lewis, Esq. . . . .	100
Seymour Trevenheere, Esq. . . . .	100
Rev. Mr. Brown . . . . .	100
Mrs. Fydel . . . . .	100
George Norman, Esq. . . . .	50
Total . . . . .	£1,450

*Minute of the Committee of Council on Education, dated June 23, 1841.*

The Committee had under their consideration a letter from the Poor Law Commissioners, dated the 6th of May, describing the urgent necessity of providing well trained schoolmasters for pauper schools, and the expediency of enabling them to avail themselves of a training school lately established at Battersea from private resources, under the sanction and with the assistance of the clergyman of that parish.

Lord Duncannon further reported to the Committee the extreme difficulty recently experienced by the Commissioners of Greenwich Hospital, notwithstanding repeated public advertisements, in procuring adequately prepared masters and assistant-masters for the schools connected with that establishment.

Their Lordships were, therefore, of opinion, that in an estimate to be laid before Parliament, a sum should be included for the purpose of enabling the Committee to defray such part of the expenses of the school at Battersea as may appear to be a reasonable compensation for the benefits derived to the Poor Law Commissioners, or any public institutions connected with the state, in obtaining schoolmasters under their direction, or that of any other department of the executive.

# REPORT ON ST. MARK'S COLLEGE, CHELSEA.—THE TRAINING ESTABLISHMENT FOR MASTERS FOR THE NATIONAL SOCIETY.

MY LORDS,

King's College, London, 5 December, 1843.

THE objects and plan of St. Mark's College will be best understood by a reference to the papers published by the principal, the Rev. Derwent Coleridge, M.A., in whose general views on the subject of education the National Society, after previously arranging the outline of the institution, have reposed entire confidence; by a wise and liberal policy, he has been largely supplied with means to enable him to realize his idea, of what a training college for schoolmasters should prove.

It has often been maintained by churchmen that education is valuable, if it be properly controlled and regulated by religious principles and an ecclesiastical system. From this the inference has been drawn that they were rather anxious to prevent the culture of the intellect from being dangerous than to devise means for making it thoroughly efficient; but to such a charge, whether fairly or unfairly made in other cases, Mr. Coleridge is not in any degree open. It is evident from what he has written that he desires to give what he conceives to be, the greatest possible expansion to the character and understanding of his pupils, and that if he aims at making his training school a Church institution, it is from a conscientious conviction that he can by no other means accomplish his end.

The papers from which I shall quote (as far as possible in his own words) Mr. Coleridge's views on this subject, are—1. A Letter to the Secretary of the National Society on the Training College, (dated 14th June, 1842, 14 months after the first pupils had been received into the institution,) with its Appendices; and 2. A Sermon preached at the Opening of the Chapel on the 7th of May, 1843.

*Theory and aim of the Institution.*—Resting upon the ground that it is the duty,\* and by consequence the right and privilege, of the Church to be the teacher of the nation, Mr. Coleridge's efforts have been mainly directed to form the character of his pupils in accordance with Church principles,† to raise up a body of teachers who might appreciate the Scriptural character of the English Church, and who should feel themselves to be living, intelligent, and responsible agents in the carrying out of her system. For such an end they must prove (so far as such a result can be secured by any system of training within the reach of man) capable of communicating that entire preparation of heart and mind by which, with the help of God's Holy Spirit, the due reception

\* Sermon, p. 8.

† Letter, p. 10.

and effectual working of the gospel message may be secured. — Accounting it to be the peculiar aim of Protestantism, contemplated as an awakened energy of the Church, to enable each man for himself, according to his measure, to give a reason for the faith that is in him, and to ground that faith on Holy Scripture, Mr. Coleridge trusts that the teachers educated in this institution will be skilled to cultivate the best fruits of the English Reformation as that which would substitute a religion of light for the darkness of superstition.†

The Church being regarded as the teacher of the nation, she can have no end in view short of, or wholly apart from, the training of the young in the principles of true religion. At her hands they are to be enabled, as far as human instruction might avail, to profit by the reading of Holy Scripture. No school knowledge can be recognised as useful which may not, directly or indirectly, contribute to this end. To bring up a child in the way in which he should go, and to furnish him with the weapons of his heavenly warfare;—this is not a *part* of his education, rather it is the sum and substance of the whole; for whatever secular knowledge is really desirable as a part of early and general education, is either included in such a description, or may with facility be added to it,—cannot fitly be taught apart from it. Language, with all its uses, history in all its branches, science itself considered in its noblest aspect as an organ of reason and exercise of the mental faculties,—these and every other study, not merely technical, attain their highest value when connected with religious truth; and degenerate into falsehood when pursued in any other connection.†

Mr. Coleridge feels strongly that no number of attainments, nor any facility in communicating them, can of themselves qualify a schoolmaster for his arduous office, and that before we inquire into the special fitness of a teacher, there is needed, as an essential pre-requisite, a sound, and to a considerable extent, a cultivated understanding; a certain moral power, the growth of religious principles, but developed by intellectual culture;§ and as the parochial schoolmaster has to supply all the indirect teaching to which the children of the better provided classes owe much, and perhaps the best of what they know, in those children of the poor likely to be entrusted to him, he will have to cultivate good habits in the ground of self-respect;—habits of regular industry and self-control, of kindness and forbearance, of personal and domestic cleanliness, of decency and order; he will have to awaken in them the faculties of attention and memory, of reflection and judgment; he will have not merely to instil knowledge or supply the materials of thought, but to elicit and exercise the powers of thinking;|| to seek with the first dawning of reason to awaken a faculty by which truth may be indeed discerned,—a faculty which

\* Sermon, p. 8.

† Sermon, p. 10.

‡ Sermon, pp. 17 and 18. Reference is there made also to Maurice's Lectures on Education.

§ Letter, p. 8.

|| Letter, p. 9.

¶ Letter, p. 6.

he cannot give but which he will assuredly find, and to which, by continually presenting its proper counterpart, he will ground knowledge upon faith, and give to religious truth an evidence approaching to intuition; wherefore he especially needs to be not simply a seriously minded Christian, but an *educated* man; and while to teach letters, in however humble a capacity, is not a mechanical employment, the occupation of the schoolmaster of the poor, when regarded from the proper point of view, is as truly liberal as any in the commonwealth.

These conclusions will have the greater force when we consider the peculiar position of the Church in this country; when (to borrow again Mr. Coleridge's words) we remember that, on the parochial schoolmaster the children of the poor are too often dependent, not merely for catechetical instruction but for the first implantation of religious sentiment. He has too often to give that first *presumption* in favour of holy things, as they are set forth in the Church of our fathers, of which there should be no *rememberable* beginning; he has to interpret that sound of Sabbath bells, which ought to have a meaning to the ears of earliest childhood, as often as it carries to the cottage its message of peace; and further, there is an influence for good which the honoured teacher may and ought to exercise over the youth long after he has quitted school, an influence which he can only maintain by the ability to direct and assist him after he has ceased to be a child, so that, in a word, the Church schoolmaster has not merely to minister to the clergyman in some of his most arduous and important functions,—the instruction of childhood and the guidance of youth,—but also to make up much that is wanting, and correct much that is perverse in the circumstances and tendencies of humble life.

Having thus briefly sketched the theory and aim of what it is intended at St. Mark's College to accomplish, I come next to the means; comprehending under this word the site and arrangements of the buildings, the teachers, the routine of instruction to which the pupils are subject, together with their station in life, acquirements, and qualifications on admission, their treatment as members of the household, and their spiritual culture.

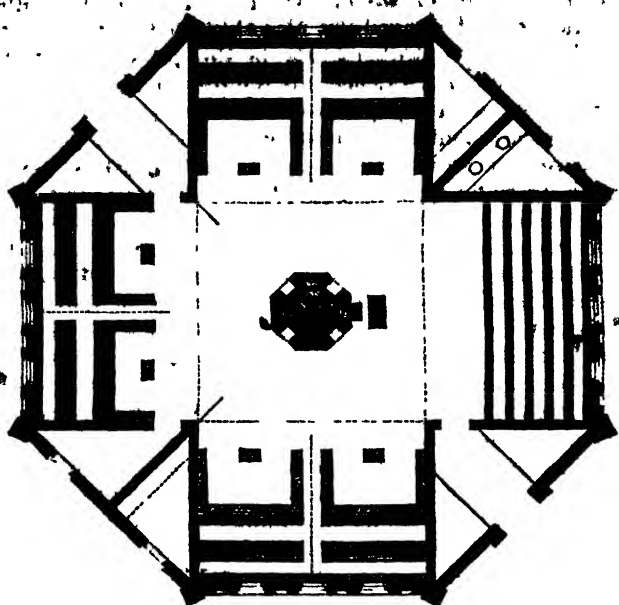
*Site.*—The site of the institution consists of eleven acres of land, perfectly healthy, being on gravel, with an abundant supply of good water, situate in the parish of Chelsea, on the south side of the Fulham road, about two miles and a half from Hyde Park corner. The whole is surrounded by a wall. Of the eleven acres of land, about three acres and a half are occupied as gardens and potato-ground, three acres as meadow land, two acres and a half as pleasure ground, and shrubberies, leaving about two acres for the farm and laundry buildings, the college, practising school, and chapel. The whole of the grounds, whether laid out as meadow-land, garden-ground, or shrubberies, may be considered, and really

are practically useful for the industrial purposes of the college. Formerly the estate belonged to Mr. Hamilton, whose commodious mansion near the southern side of the property affords, in addition to an excellent residence for the principal, a committee-room, a spacious and lofty lecture-room, having an area of 1070 feet, the walls of which were fitted by the late owner with handsome bookcases, above which are casts from the Elgin marbles, a dining-hall (area 450 $\frac{1}{2}$  feet), and offices.

*Buildings: Dormitories.*—Attached to this has been erected, in one of the Italian styles, a quadrangle, in which are situate the dormitories of the pupils, a separate bed-room (area 524 feet) being appropriated to each. The arrangement of these will be best understood from the annexed plan, from which it will be seen that there are two stories, containing each 22 small sleeping-rooms, together with the towers at the two outer angles, each of which contains a sitting-room, a master's bed-room, and three smaller chambers for boys, thus providing accommodation for fifty students and two masters. Underneath are coal-chambers, workshops fitted up with carpenters' benches, a shoe and knife room, &c. The laundry is a separate building; one end of this has been fitted up as an infirmary, and in the centre are store-rooms for potatoes and apples, and other products of the farm and garden.\*

*Practising School.*—The practising school is situate near the chapel, on the north side of the grounds. It is an octagonal building, affording accommodation for six classes, in addition to those that may be arranged on the gallery. Its form will be seen by the accompanying plan. In the centre is the fire-place, and over this, on the sides of the brickwork forming the ventilating apparatus and the chimneys, have been fitted black-boards and conveniences for suspending maps and musical tablets, so as that they may be seen by the classes opposite. Independently of the central square area, each side of which measures 20 feet; the recesses provide accommodation for 260 children. A cottage on the premises, situated near the practising school, has been fitted up during the present year for the accommodation of the two higher classes, in separate rooms, the area of each being about 259 feet. In one of these there are seats for 12, in the other for 20 children.

The children in attendance at this school, having been under instruction less than a year at the period of my inspection, were not formally examined by me. I saw, however, enough of their attainments to be satisfied that their master, Mr. B. G. Johns, was doing his work, under the superintendence of the principal, in such a way as would give satisfaction to the friends of the college. The children are collected from the neighbourhood, and are of the age and class commonly in attendance at National Schools. A



list of the books used is subjoined in a note.\* During the month of November, 1843, the number of children in the school was 158; of these, on the average, there was a daily attendance of 142. Sickness is the only allowable cause of absence.

The teachers and masters of the training establishment consist

*\* Books used in the Six Lower Classes.*

Bible.	First and Second Reading Book.
New Testament.	Bishop Short's Reading Cards.
Prayer Book, with Scriptural References.	Table and Spelling Cards.
Lessons from Teacher's Assistant.	Outline of Grammar.
Prophecies relating to our Saviour.	O'Sullivan's Geography.
Life of Christ, compiled from the Prophetic Writings of the Old Testament.	Hogarth's History of England.
Parables, Miracles of our Saviour.	Bishop Short's Chronological Tables.
Our Lord's Sermon on the Mount.	Maps published by the C. K. Society.
Collect Books.	Prefixes and Affixes.
Church Catechism.	Crank's Arithmetic.
Second and third Books (reading), published by the C. K. Society.	Central School, 1, 2, 3.
	Reading Books.

*Books used in the Class-rooms.*

Bible.	Macculloch's English Grammar.
Prayer Book, with Scripture Proofs.	Bridge's Algebra.
Nelson's Fasts, Festivals.	Crank's Arithmetic.
Sinclair's Catechism.	Simpson's Euclid.
Ramsey's Catechism.	Joyce's Dialogues.
Palmer's Church History (abridged).	Botanical Rambles.
Watts' Scripture History.	History of England.
Wilberforce's Five Kingdoms.	Scott's History of Scotland.
Classified Spelling Book.	

of a principal, a vice-principal, a general master, a teacher of music, a teacher of drawing, and an industrial master or steward.

*Staff of Masters.*—The principal is the Rev. Derwent Cole-ridge, M.A., of St. John's College, Cambridge, who, on the Sundays and other holy days, gives a lecture in theology to the collected students, and takes a share with the vice-principal in the public service at the chapel;—in the morning reading the lessons, taking the Communion service, and preaching; in the afternoon publicly catechising the children of the school after the second lesson, and chanting a portion of the service.

On the week-days the principal is engaged before breakfast in the classical instruction of the two upper classes on alternate days for four days in the week. On Saturdays he gives an English lesson, and on Mondays an examination to the lower classes on alternate weeks in the Latin instruction of the previous fortnight. After the morning service, which he shares with the vice-principal, (two of the pupils reading the lessons,) the principal is engaged in correspondence, inspection, writing reports, the reception of visitors, and the like. Occasionally at the evening prayers he gives another lecture. The vice-principal is the Rev. Thomas Helmore, B.A., of Magdalen Hall, Oxford, who also fills the part of precentor and superintendent of the music. In the morning he takes a Latin class, subsequently the main part of the musical service in the chapel, afterwards till twelve he is engaged in teaching theology, history, and geography, the hour and three quarters being divided between two classes.

On two afternoons in the week, from five to six, he is engaged in a similar way, four afternoons being given to drawing and music not under his superintendence.

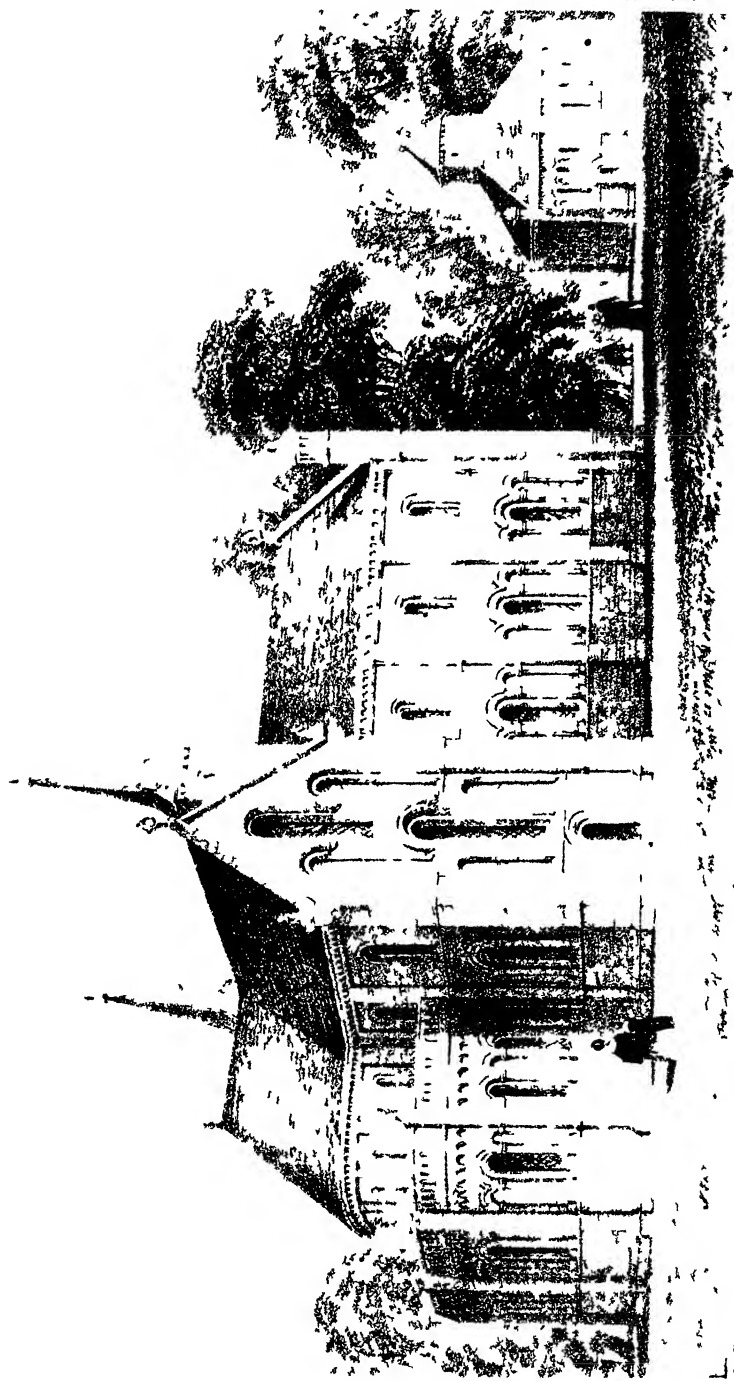
Every evening also, from six to seven, he gives a lesson in the theory of music to an advanced class, and on Saturdays, at twelve, a lecture of an hour and a half to the children in the practising school.

The mathematical, writing, and general master is Mr. W. H. Crank, who during all the school hours is in attendance on the pupils, remaining with them after evening prayers until nine P.M., a little before they retire to rest, and to whom the instruction in Latin of the lower classes, subject to the periodical examination of the principal, is for the most part entrusted.

Mr. E. C. May, one of Mr. Hullah's principal assistants, attends to instruct the pupils in music on two afternoons during the week.

Mr. T. J. Rawlins attends twice a-week as drawing master. Under his instruction the pupils have been enabled to construct their own models, according to the patterns sold by Mr. Parker, under the sanction of your Lordships.

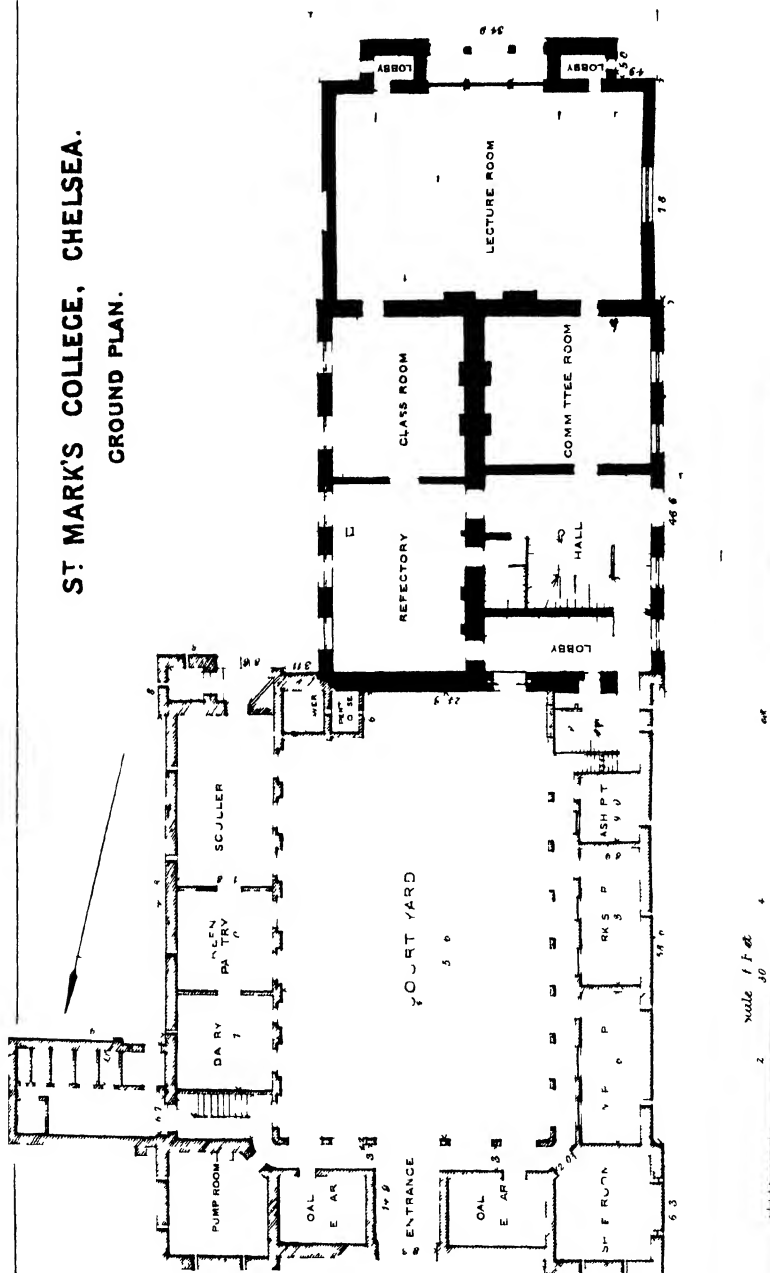
Mr. Henry Strickland is industrial master and steward, superintending (with the aid of one of the older pupils as clerk) the expenditure of the household, and being responsible for the conduct of the boys during their employment out of doors.







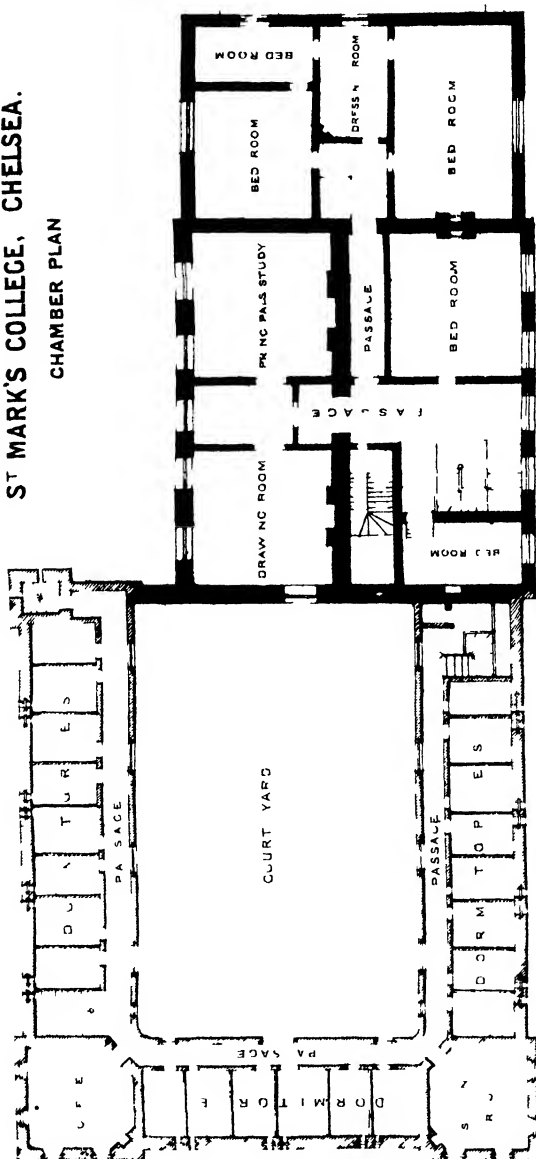
# ST MARK'S COLLEGE, CHELSEA. GROUND PLAN.



2. Note if do 30

# ST MARK'S COLLEGE, CHELSEA.

## CHAMBER PLAN



Scale of Feet  
0 20 40 60



## GENERAL TIME TABLE (WINTER).

Occupation.		Begins.		Continues.	
		Hrs.	Min.	Hrs.	Min.
MONDAY	Rise, &c. . . . .	5	30	0	30
	House-work . . . . .	6	0	0	45
	Study . . . . .	6	45	1	30
	Breakfast . . . . .	8	15	0	25
	Preparation for Chapel . . . . .	8	40	0	20
	Morning Service . . . . .	9	0	1	0
	Preparation for Study . . . . .	10	0	0	10
	Study . . . . .	10	10	1	30
	Garden, &c. . . . .	11	40	1	5
	Preparation for Dinner . . . . .	12	45	0	15
	Dinner . . . . .	1	0	0	40
	Preparation for Grounds . . . . .	1	40	0	20
	Garden, &c. . . . .	2	0	2	0
	Study . . . . .	4	0	1	45
	Preparation for Music . . . . .	5	45	0	15
	Music . . . . .	6	0	1	0
	Preparation for Tea . . . . .	7	0	0	10
	Tea . . . . .	7	10	0	20
	Preparation for Prayers . . . . .	7	30	0	5
	Evening Prayers . . . . .	7	35	0	25
TUESDAY	Study . . . . .	8	0	1	0
	Leisure . . . . .	9	0	0	30
	Leave for Bed . . . . .	9	30	0	30
	Gas extinguished . . . . .	10	0	..	..
	NOTE.—The Forenoon Work as above.				
	Dinner . . . . .	1	0	0	40
	Preparation for Music . . . . .	1	40	0	20
	Music . . . . .	2	0	1	0
	Preparation for Drill . . . . .	3	0	1	0
	Drill . . . . .	4	0	0	5
WEDNESDAY	Study . . . . .	4	5	0	50
	Tea, &c., as before . . . . .	5	0	2	0
	Morning Work as before.				
	Dinner . . . . .	1	0	0	40
	Preparation for Drawing . . . . .	1	40	0	20
	Drawing . . . . .	2	4	2	0
	Leisure . . . . .	4	0	1	45
THURSDAY	Preparation for Music . . . . .	5	45	0	15
	Music . . . . .	6	0	1	0
	Tea, &c., as before . . . . .	..	..	..	..
	Morning Work as before.				
	Study, Music, &c., as on Monday.				
FRIDAY	Morning Work as before.				
	Dinner . . . . .	1	0	0	40
	Preparation for Music . . . . .	1	40	0	20
	Music . . . . .	2	5	2	0
	Garden, &c. . . . .	..	..	..	..
SATURDAY	Study . . . . .	5	0	2	0
	Tea, &c., as before . . . . .	..	..	..	..
	Morning Work as before.				
	Dinner . . . . .	1	0	0	40
	Preparation for Drawing . . . . .	1	40	0	20
	Drawing . . . . .	2	0	2	0
	House-work . . . . .	4	0	1	0
	Music . . . . .	5	0	2	0
	Tea . . . . .	7	0	0	30
	Evening Prayers . . . . .	7	30	0	30
	Private Study, &c., as before . . . . .				

\* First Class, 5 to 6 Study, 6 to 7 Music.

*Routine of Study.*—The general routine of study will best be understood from the subjoined scheme; it should, however, be mentioned that, owing to the progressive increase of numbers and other causes, no scheme can yet be put forth which can be considered, in all its parts, as of a permanent character.

*Remarks on Routine of Study. Latin.*—As it is considered a leading object of national education\* as viewed in connexion with the church to raise the speech, and by implication the understanding of the people to the level of the Liturgy, the uses of language, that priceless talent† of reading the thoughts of others and of Communicating our own in writing, has been kept prominently in view as one of those first principles by which the studies of the college should be regulated; and in conformity with these notions Latin is taught, (so far as may be necessary to lay the foundations of a sound acquaintance with the accidence, syntax, and etymology of that language,) as an essential part of the course. This knowledge has been considered, if not necessary for the teacher of English, to be, at least, in the highest degree useful.‡ The majority of the pupils are not carried beyond the accidence of the Eton Latin Grammar and Arnold's third Latin exercise book; a few, who previously to their admission had acquired the rudiments, have been carried farther, and some five or six who have attained a knowledge of Greek, apart from the teaching of the institution, are encouraged by the principal in its cultivation, so far as may conduce to the understanding of the original text of the New Testament, on the express provision, however, that these and the like studies do not in the slightest degree interfere with the more immediate objects of the institution, or with the due performance of its humblest duties.

*Attendance in Practising School.*—Eight students from the college are in daily attendance at the practising school, six of whom manage respectively the six lower classes, two the upper and lower removes in the class rooms.

At the first opening of the practising school the duration of each teacher's attendance was undetermined and uncertain. As soon, however, as the number of students at the college had so far increased as to admit of a definite time being fixed on as the duration of the attendance of each set of teachers, it only remained to be considered from what class at the college these should be chosen, and what period of attendance would prove most beneficial to themselves and the children committed to their care. After some time the following arrangement was found to be the best, viz., that the six teachers for the school should be selected from the first and second classes at the college, and that their period of attendance should be one month; while for the two

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\* Letter, p. 20.

† Sermon, p. 9.

‡ Letter, p. 20.

class rooms teachers should be chosen from the first class only, their period of attendance varying from six to eight weeks. All these attend both morning and afternoon. In addition to these eight, a ninth teacher is occasionally employed in superintending the others, so that he may not only acquire the art of managing a class, but also obtain a thorough knowledge of the working of the whole school. This important office is entrusted to the student as his final preparation before leaving the college.

*Qualifications of Pupils on admission.*—The age at which the youths are admitted into the college ranges between 14 and 18 years, 15 or 16 being considered as the most desirable age.\* A groundwork of good must be apparent in the character, for though much may be done for youths afterwards, yet much cannot be undone. The college is not a school of *correction*, therefore the principle of selection cannot be dispensed with. The testimonials required (all of which must be countersigned by a clergyman) are :†  
 “1. A certificate of baptism; 2. A declaration from the parents or guardians of the youth, stating that he has attended the services of the Church of England, with their consent and approbation, for the space of, at least, one twelvemonth previous to the date of the application; 3. A medical certificate, according to a printed form; 4. A recommendation from a clergyman, who is requested to state, as particularly as possible, the grounds on which it is given, as well for the satisfaction of the National Society as to prevent disappointment and needless expense on the part of the youth and his friends. Good moral character, amiability, truthfulness, and diligence, are indispensable requisites. Further information is solicited as to the youth's temper and disposition, his abilities and attainments, his tastes and habits, his age, size, and physical strength, and as to any other matters from which his general fitness for the office of schoolmaster may be inferred. A certain degree of bodily as well as mental vigour is deemed indispensable. A strong healthy well-grown lad, of amiable disposition and promising talents, who shows an evident desire of knowledge, and has made a good use of the opportunities which he has already enjoyed, though these may not have been great, is considered to be the description of youth best fitted to fulfil the designs of the institution.”

*Mode of Admission.*—“These certificates having been received and approved, the youth is directed to present himself for examination at the college. He is expected to read English prose with propriety, to spell correctly from dictation, to write a good hand, to be well acquainted with the outlines of Scripture history, and to show considerable readiness in working the fundamental rules of arithmetic. Any further knowledge which he may possess, of whatever kind, is in his favour, not only, or so much, for its own

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\* Letter, p. 11.

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† Appendix to Letter, p. 39.

sake, as on account of the studious turn of mind and aptness for receiving instruction which it may appear to indicate. A talent for vocal music and drawing is particularly desirable.

"In the event of his passing this examination with credit, he is received into the college, and remains there on probation for the first three months; after which, if his conduct shall have been satisfactory and he shall be found to possess the necessary qualifications, he is apprenticed to the National Society. From this period, till the age of 21, the society is responsible for his education, clothing, and maintenance, being at liberty to make use of his services as a schoolmaster at any time and in any way that may be thought proper. In general the period during which the apprentices are expected to remain under instruction at the college is three years, after which time they are to be placed in situations either as the masters of small schools, or more commonly as assistants in large ones." At the time of my examination only one pupil had left the institution to be employed as a teacher. He is engaged as assistant to Mr. Irvine in the instruction of the first class in the lower school attached to Greenwich Hospital.

*Cost of Maintenance to Pupils.*—Three annual payments of twenty-five pounds (the first to be paid at entrance) and one outfit of clothes are required with each youth. The above payments (which taken collectively may be regarded in the light of an apprentice fee) are in particular cases commuted for a single sum. The outfit of clothes is not required till the end of the first three months; it costs seven guineas. Each pupil is required to come decently provided with apparel, which is returned to his friends, if required.\*

*Circumstances of the Pupils.*—At the time of my examination there were 46 pupils under instruction, whose professed acquirements, at the time of their admission, (which in very many cases were found to be merely nominal,) are given in the following scheme. The figures characterising each pupil are the same as those by which they are designated in the abstracts of the results of my examination, printed at page 304 and following pages:—

Figure characterising the Pupil.	Age of the Pupil at Admission.	Standing of the Pupil in the Institution.	Previous Condition.	Acquirements at the time of Admission into the Institution.
	Yrs. Mths.	Yrs. Mths.		
1.	17 3	2 1	Salaries assistant in a London National School.	Arithmetic, as far as the Square Root Elements of English Grammar. " Geography. " English History.
2	17 2	2 1	Salaries assistant in a London National School, subsequently a solicitor's clerk.	Arithmetic, as far as the Rule of Three. Elements of English Grammar. " Geography. " English History.

\* Appendix to Letter, p. 40.



Figure Characterizing the Pupil.	Age of the Pupil at Admission.		Standing of the Pupil in the Institution.		Previous Condition.	Acquirements at the time of Admission into the Institution.
	Yrs.	Mths.	Yrs.	Mths.		
3	17	1	2	1	At a Commercial School .	Rudiments of Latin and Greek. Arithmetic. Elements of English Grammar. " Geography. " Mensuration.
4	16	8	2	1	Salaried assistant in a country National School.	Elements of English Grammar. " Geography. " Arithmetic.
5	16	6	2	1	Clerk . . . . .	Arithmetic, as far as Reduction. Elements of English Grammar. " English History.
6	15	3	2	1	Salaried monitor in a London National School.	Arithmetic, as far as Vulgar Fractions. Elements of Geography. " Singing.
7	14	4	2	1	At Mrs. Hippisley Tuckfield's School, Devonshire.	Algebra, as far as Multiplication. Elements of English Grammar. " Geography. " English History.
8	14	10	2	1	Marine Society's ship, Deptford.	Arithmetic, as far as Vulgar Fractions. Elements of English Grammar. " Geography. " English History.
9	17	2	2	1	Educated at a private School; subsequently acting as monitor in the National School of a country town.	Algebra, as far as Division. Elements of English Grammar. " Geography. " Ancient History.
10	18	6	1	7	Assistant at a Diocesan School.	Rudiments of Latin and Greek. Arithmetic, as far as Cube Root; and the commencement of Algebra. Elements of English Grammar. " Geography. " Ancient History.
11	15	4	1	7	At a country National School	Arithmetic, as far as Vulgar Fractions. Elements of Geography of Europe. First rudiments of English Grammar.
12	17	0	1	7	Assistant at a London National School.	Arithmetic, as far as Fractions.
13	13	10	1	7	At a private Boarding School	Rudiment of Latin, as far as the Verbs. Arithmetic, as far as the Cube Root. Elements of English Grammar.
14	17	5	0	2	Bengal Military Society's School.	Arithmetic, as far as the Rule of Three. Elements of the Geography of Europe.
15	17	6	1	7	Farming servant . . . .	Arithmetic, as far as the Rule of Three. First rudiments of English Grammar.
16	13	0	1	5	At a Commercial School .	Arithmetic, as far as Fractions. Elements of English Grammar. " Geography. " English History.
17	13	5	1	3	At a Commercial Boarding School.	Rudiments of Latin. Arithmetic, as far as Fractions. Elements of Geography.
18	18	5	1	2	Educated at a Commercial School; subsequently apprenticed to a bookbinder.	Latin Accidence. Arithmetic, as far as Proportion. Elements of Geography. " English Grammar.
19	16	0	1	1	At a country National School	Arithmetic, as far as Fractions. First elements of Geography. " English Grammar. " English History.

Figure Characterizing the Pupil.	Age of the Pupil at Admission.		Standing of the Pupil in the Institution.		Previous Condition.	Acquirements at the time of Admission into the Institution.
<b>20</b>	Yrs.	Mths.	Yrs.	Mths.	At a Grammar School . .	Ovid; Cæsar; in Latin. Arithmetic, as far as Decimal Fractions. Outlines of Geography.
<b>21</b>	14	1	1	1	At a Grammar School . .	Latin Delectus. Arithmetic, as far as the Cube Root. First elements of English Grammar.
<b>22</b>	13	5	1	1	At a Commercial School .	First rudiments of Latin. Arithmetic, as far as the Rule of Three. English Grammar.
<b>23</b>	17	10	1	1	Assistant at a National School, with a salary.	Arithmetic, as far as Fractions. First elements of Geography. History.
<b>24</b>	15	11	1	0	At a National School . .	Arithmetic, as far as Practice. First elements of Geography of the World. English Grammar. English History.
<b>25</b>	16	6	1	0	At a Commercial School .	Arithmetic, as far as Practice. First elements of Geography. English Grammar. English History.
<b>26</b>	16	4	1	0	At a country National School	Algebra, as far as Simple Equations, and the commencement of the First Book of Euclid. First elements of English Grammar.
<b>27</b>	14	9	0	10	At a Commercial School .	Latin Delectus. Arithmetic, as far as Fractions. First elements of Geography of Europe. English History.
<b>28</b>	18	4	0	9	At a Grammar and Commercial School; subsequently apprenticed to a law stationer.	Cæsar; Virgil; in Latin. Arithmetic, as far as Multiplication. English Grammar.
<b>29</b>	17	0	0	8	At Mrs. Hippisley Tuckfield's School.	Arithmetic, as far as the Cube Root. First elements of Geography of the World. English History.
<b>30</b>	15	3	0	7	At a Grammar School . .	First Book of Æneid of Virgil, in Latin. Arithmetic, as far as Fractions. First elements of Geography. English Grammar.
<b>31</b>	16	0	0	7	Assistant at a National School in Cambridge.	Arithmetic, as far as Decimal Fractions. First elements of Geography. English Grammar. English History.
<b>32</b>	14	9	0	6	At a private School . . .	Arithmetic, as far as the Square Root. First Elements of Geography. English Grammar. English History.
<b>33</b>	14	7	0	5	At a National School . .	Arithmetic, as far as Fractions. Outlines of Geography.
<b>34</b>	16	7	0	5	Chorister in a Cathedral .	Arithmetic, as far as Fractions. First elements of Geography. English Grammar.
<b>35</b>	13	4	0	5	At the Madras College, St. Andrew's, in Scotland.	Latin Delectus. Arithmetic, as far as Compound Proportion. Outlines of Geography. English Grammar. English History.
<b>36</b>	15	0	0	3	. . . .	. . . .

Figure Characterizing the Pupil.	Age of the Pupil at Admission.		Standing of the Pupil in the Institution.		Previous Condition.	Acquirements at the time of Admission into the Institution.
	Yrs.	Mths.	Yrs.	Mths.		
<b>37</b>	18	0	0	3	. . . .	. . . .
<b>38</b>	15	0	0	3	. . . .	. . . .
<b>39</b>	16	0	0	3	. . . .	. . . .
<b>40</b>	14	0	0	2½	At a Commercial School	. . . .
<b>41</b>	15	0	0	1½	Middle School of the London Diocesan Board, Rose street	. . . .
<b>42</b>	13	0	0	3	. . . .	. . . .
<b>43</b>	16	0	0	1½	. . . .	. . . .
<b>44</b>	14	0	1	7	Syrian youth, educated at a private School in Beyrout.	. . . .
<b>45</b>	12	7	1	7	Syrian youth . . . .	. . . .
<b>46</b>	11	0	1	1	Syrian youth . . . .	. . . .

Of these 46 pupils, 4 were the sons of parents in a superior class of life, 4 were the sons of schoolmasters, 13 were the sons of artisans and tradesmen, 3 were the sons of labourers, 10 were the children of fathers that were dead, 3 were youths brought over from Syria in October, 1841, by Assaad Y Kayat for education in this country, and especially with a view to acquiring some knowledge in medicine, in the hope that they will prove useful as teachers and missionaries on their return to their native land.

The number of pupils has, subsequently to my examination, been filled up, and there are at present several candidates for admission. The Syrian youths have left the institution; and as the number of applications is on the increase, it is probable that the College might have been filled twice, or nearly so, before the expiration of the first three years, in May, 1844. Great exertions were made in the first instance to find out suitable candidates, but spontaneous applications are rapidly on the increase.

*Training of Pupils.*—Pains are taken to secure the health of the pupils, and for this end, as well as with a view to the moral effects, they are trained to habits of continual industry and some self-denial. They are required to rise early, to labour in the farm and in the garden, and their fare is simple; to borrow again, Mr. Coleridge's words: "The object being to produce schoolmasters for the poor, the endeavour must be on the one hand to raise the students morally and intellectually to a certain standard, while, on the other hand, we train them in lowly service, not merely to teach them hardihood and inure them to the duties of a humble and laborious office, but to make them practically acquainted with the condition of that class of the community among whom they will have to labour. I say, 'on the one hand,' and 'on the other,' not that

there is any real contrast either in the means taken or the ends proposed. The labours of the house, the field, and the garden; are intended to elevate, not depress; the studies of the school-room, not to exalt, but to humble. Both alike may be made to develop the understanding and furnish materials of useful knowledge, both alike may inspire true elevation and true humility. The exercises of religion, and those studies by which knowledge is added to faith, when duly performed, will be allowed by all to have this double effect. These will be our first and principal care; while a religious spirit will, it is hoped, temper and chasten our other occupations, dignifying what might else be thought menial, and making lowly what might tend to lift up. The schoolmaster, though his path of duty lie among the poor, must all the more be raised, not lowered, to his office."

*Industrial Occupation.*—"The advantages, I had almost said the necessity, of balancing the intellectual pursuits of the students by manual labour scarcely need to be further insisted on. It is, in the first place, the only way in which such an institution could be supported, except at an enormous expense; but this is the least consideration. It is almost the only mode in which the hours not occupied in study could be profitably and innocently passed by a promiscuous assemblage of youths, almost all of whom have so much both to learn and to unlearn. Above all, that which is learnt in this way is itself a most valuable acquirement, more especially to the schoolmaster of the poor. Not merely will it enable him to increase his own comforts without cost, but it will make him practically acquainted with the occupations of those whom he has to instruct, and thus procure him an additional title to their confidence when he comes to act among them, not merely as their teacher but as their adviser and friend."

\* \* \* \*

"Hitherto the difficulty has been to perform the necessary work of the establishment in a satisfactory manner without encroaching on the hours of study, nothing being so much to be avoided as a hasty, imperfect, or slovenly performance. The method pursued is as follows:—the several duties, whether of the house, the farm, or the garden, are assigned to different parties varying in number according to the need, which are changed at stated periods, generally weekly. Over each of these parties a monitor is appointed, care being taken so to sort the parties that the influence of the older and steadier youths may be continually exerted over their younger or less experienced associates. One youth, the eldest of those first admitted, is over the whole. It is his duty to arrange the labours of the day, under the superintendence of the industrial master, and to inspect the different working parties when needful. He is also expected to hear complaints, and to settle any trifling difference which may have arisen. The monitor of each party is expected to maintain order

among those whose labours he directs ; and, to speak generally, the discipline of the place is, as far as possible, carried on by the moral influence of the youths over each other, a most watchful supervision being maintained by the masters. The direct interference of the principal is not resorted to except in cases of necessity. Faults are corrected by admonition, and if need be, by rebuke, either private or public, as the case may seem to require. It is sometimes advisable to make the admonition general, without naming those for whom it is specially intended. A journal of conduct is also kept which will, it is hoped, have a beneficial effect ; and every youth is occasionally reminded that his prospects when he shall have left the institution, depend upon his conduct while in it. No prominence, however, is given to this or to any other secondary motive. Good conduct can only be produced, in the long run, by a sense of duty, or by the habit which it produces, when it becomes a matter of course ; and this habitual sense of duty is best encouraged by a mode of treatment from which every appeal to motive, strictly so called, is excluded. I believe this to be not merely the highest, but the most practical view of the question ; and although in such a matter the utmost that can without presumption be expected, is a partial, and, under the Divine blessing, a growing success, yet it may with some degree of confidence be affirmed, that it has been already borne out by facts. The particular methods by which cheerful obedience, regularity, diligence, and general good conduct, are to be preserved in a training-establishment, more especially in the industrial department, cannot be detailed within the limits of this Report. They vary with the exigency, and are suggested in each case by the judgment, experience, good-feeling, and educational tact of those by whom the establishment is conducted. It will be understood that the whole rests upon a religious basis, and is referred constantly, and expressly, yet not obtrusively, to a religious standard ; care being taken to prevent phrases and professions from anticipating the growth of real feelings.

“ The business of the house is partly performed by the students, and partly by female servants. The former clean all the shoes, and knives, &c., lay the cloth, &c., and wait at meals, sweep and dust the school-rooms, keep the courts clean, light and attend to all the fires except those in the kitchen department, regulate the gas lights, keep up a constant supply of water throughout the college by means of a forcing pump, and attend to the drainage, which is also effected by means of a pump. It has not been thought advisable that they should make their beds or wash the floors. It is not likely that they will ever be called upon to perform these offices when they leave the college, while the loss of time, and the injury done to their clothes more than counterbalance any pecuniary saving which could in this way be effected.

“ The labours of the farm are principally confined to the care

of domestic animals—cows and pigs, and poultry of various kinds. The cows are milked by the youths, and an accurate account kept of the produce of the farm and dairy, which is consumed almost entirely in the establishment. The utility of this part of the establishment is too evident to require a comment.

“The gardens, lawns, and shrubberies furnish abundant employment for those not otherwise engaged; and though a considerable portion of time and attention is necessarily allotted to ornamental horticulture, yet this will be found by no means the least useful or the least appropriate feature of the scheme. There is perhaps no form in which habits of manual industry can be encouraged more easily or more beneficially, either with a view to the immediate or to the ulterior effect, than by the occupations of the garden. Not to mention their effect upon the health and happiness of the youths, or the lessons which they teach of patience, order, and neatness, they are decidedly favourable to the growth of intelligence, and this of the best kind, more particularly when connected with the study of botany, which may with peculiar propriety be called the poor man's science. When studied on physiological principles, its close connexion with the best and holiest truths give it a yet higher claim to our attention.

“Looking forward to the future position of our students, almost every country schoolmaster might be, with much advantage, both to himself and to his neighbourhood, a gardener and a florist. The encouragement lately afforded to cottage gardening has been already attended with the most pleasing results. The parochial schoolmaster who shall be able to assist by example and precept in fostering a taste so favourable to the domestic happiness, and in fact to the domestic virtues of a rustic population, a taste by which an air of comfort is communicated to the rudest dwelling, and a certain grace thrown over the simplest forms of humble life, will, it is trusted, in this as in so many other ways, be made an instrument of good, and an efficient assistant to the parochial clergyman.”

“The pupils leave their beds at half-past 5 in the morning, and are again in bed at 10 at night, when the dormitory lights are extinguished by one of the elder youths; two of whom, under the inspection and control of the industrial teacher, are entrusted with the duty of lighting, regulating, and extinguishing the gas-lights throughout the establishment. This gives seven hours and a half for sleep. The remaining 16 hours and a half are thus divided:—they are allowed to remain,—

“One hour in their bed-rooms, half an hour in the morning, and the same time in the evening. This, however, includes the time spent in coming and going, &c. Habits of personal cleanliness, neatness, and order, are carefully enforced. It is with this view, as well as for the purpose of private devotion, that a separate bed-room has been allotted to each youth.

"Four hours and a half are assigned to industrial occupations, of which half an hour is consumed in coming and going, getting out and putting by their tools, washing their hands, &c.

"The studies of the college commence at a quarter before 7, with the reading of a collect from the Prayer Book (*Prevent us, O Lord, &c.*). The period of time allotted to study and united devotion amount to about 8 hours.

"Half an hour is allowed for each of the three meals, including the laying and removing of the cloth, &c. They breakfast at 8, dine at 1, and drink tea at 7. Before tea they sing for an hour.

"Two hours and a quarter are reserved for voluntary study and recreation, viz. the half hour before and after dinner, the half hour after tea, which is spent in family devotion, and an hour before bed-time, when the repetitions are learnt which are to be said next morning.

*Diet.*—"The food is of the plainest description, but is the best of its kind, and carefully prepared. It is not given out in rations; if any youth were to eat habitually to excess, he would be re-proved for it, as for any other fault; but with this exception, (if exception it may be called,) there is no stint. Intemperance in eating, where the opportunity is given, is indeed a common vice among boys, but it should be corrected as far as possible by admonition and moral treatment. A discipline so strict as to exclude all temptation appears to be inconsistent with the formation of character. The dietary varies with the seasons; but a general notion may be gathered from the following table:—

" Sunday }	Cold boiled beef and plum-pudding.
" Monday }	Soup during winter.
" Tuesday }	Roast legs of mutton.
" Wednesday }	Mutton and potatoe-pies.
" Thursday }	Boiled pork, with suet-dumplings; occasionally roast-beef.
" Friday .	Irish-stew and rice-pudding.
" Saturday .	Boiled beef.

"One cup of small beer is allowed to each youth at dinner.

"The cost of maintenance, including meat, beer, bread, milk, butter, vegetables, and groceries, has been reduced to 5s. 6d. per week for each person, including masters and servants, and indeed during the last quarter to 5s. 2d."

*Public Worship.*—At 9 o'clock the pupils of the college, together with the entire school, attend a full cathedral service in the college chapel. The solemnity and devotion with which this is celebrated must impress every one that takes part in it, and doubtless exercises a great influence in the spiritual culture of the inmates of the college. I am not a judge of music, but I have heard from those competent to give an opinion that the skill with which the fine old services of Tallis and others are performed by

the pupils without the assistance of an organ is very remarkable. The building, which is a very striking one, in the Byzantine style of architecture, has been so fitted as to leave the nave for worshippers not connected with the institution. The extreme length within the walls, exclusive of an ambulatory round the eastern apse, is 120 feet, the width at the transepts is 60 feet, the breadth of the nave 30 feet, the breadth of the transepts 20 feet. The school children are arranged in the galleries which extend over the north and south transepts; below these, and round the centre of the building, are the pupils in training as schoolmasters, with their teachers, and a few of the children whose voices specially fit them to take part in the choir. On either sides, at the steps to the chancel, are the desks of the officiating clergy, the principal, and vice-principal. The windows at the east end, and a circular wheel window in the west side have already, by the piety and munificence of some of the friends of the college, been fitted with painted glass, in harmony with the structure.

The service here is with respect to the college as it were the keystone of the arch\*—the highest point yet that to which every other part is referred, and from which are derived the stability and consistence of the whole. It is obvious that a private chapel affords facilities for gaining an extensive and practical acquaintance with congregational psalmody and church music in general, that could not otherwise be supplied, owing to the distance of the parish church; but there are other considerations in comparison of which these are as nothing; when we take into account the devotional habits that may here be formed, the religious teaching that will here be given, specially adapted to the students and the children, yet delivered with ministerial authority, and with those devotional accompaniments which add so much to its fitness and weight, and the thorough practical knowledge that may be gained of the formularies, practices, and liturgical discipline—of the characteristic sentiment—the undefined but pervading spirit of the national Church.†

At half-past seven the evening service (with some omissions) is read in the lecture-room, lasting about half an hour. On Sundays and holidays the morning service in the chapel commences at eleven; there is also on these days an evening service in the chapel, commencing at four, a short form of family devotion with a psalm or hymn being used in the early morning and evening. The studies of these days are exclusively of a religious kind; the industrial occupations (with the exception of the feeding of the animals, and other necessary works) are suspended. A portion of the day is given up to leisure and quiet recreation. All the Scripture lessons appointed by the Church are read in

\* Letter, p. 31.

† Letter, p. 31.



course; and when there are proper lessons, the chapters omitted in the public service in the chapel are read in the family devotion of the early morning and evening.

It may perhaps seem that in thus stating the aim and circumstances of the institution, I have quoted too largely from Mr Coleridge's writings, and that in my endeavour to throw together the leading features of his plan, it would have been better not to leave my composition in such a piecemeal state, through an over carefulness to preserve his own forms of expression. But I feel that his attempt deserves the sympathy of all friends to sound education. This Report may possibly fall into the hands of some who will never have an opportunity of reading his own papers, and his forms of expression, however incomplete in their disjointed state, will indicate his views more perfectly than any description which it is in my power to frame.

*Results.*—In approaching the more difficult part of my task, the forming and expressing a judgment of results accomplished, it is my wish to supply to those interested in the success of the institution, means towards judging for themselves of a part of what is effected at St. Mark's College, without the intervention of my guidance.

*Circumstances of Inspection.*—My inspection commenced with an attendance at a public examination on the 18th of May, 1843. After morning service in chapel, during which the principal catechised the children of the school, the meeting adjourned to the large lecture-room, where the Lord Bishop of Salisbury examined the first class of pupils in training as masters, in Holy Scripture, and (at considerable length) in the history of the publication of the 39 Articles, the general errors in regard to which they were framed, the special errors and heresies guarded against by the 6th, the 29th, the 1st, the 2d, the 9th, the 11th, the 19th, the 25th, and 27th Articles of our Church. These Articles were accurately recited by the pupils, the scriptural grounds upon which they rest were readily given, and the answers elicited not only showed a competent acquaintance with Church history, but also left in my own mind, and in that of all those who were present with whom I have had an opportunity of conversing, an impression most satisfactory as to the carefulness, judgment, and success with which, under the Divine blessing, the pupils had been trained in the true principles of the Reformed Church in this land. Subsequently a class of 16 children from the school were examined by the Rev. F. C. Cook, Inspector of National Schools in the diocese of London, and by Mr. Hullah, in music.

The pupils in training were afterwards examined in Language, Grammar, and Geography, by the principal, in Music by the vice-principal, in Mathematics by Professor T. G. Hall, in Ancient History and Latin by the Rev. F. C. Cook, in the History of the Church by Professor F. D. Maurier. The power of the

pupils to enunciate their own language was also tested by the reading and recital of some passages from the *Paradise Lost*, and other works.

My own examination was for the most part on paper, and took place on the 7th, 8th, 9th, 12th, 13th, and 14th of June, 1843, on which days questions were successively set in Religious Knowledge, in Arithmetic and Algebra, in Euclid and Trigonometry, in Church History and Geography, in Latin and General History; the last of the above days being devoted to a *visû voce* examination in the Greek Testament of three pupils, who had been acquainted with Greek previous to their admission into the college, and with six considerably less advanced, of whom three had acquired all they knew of the language, at leisure moments, by the aid of their fellow-students. Independently of my own papers, the principal and vice-principal were good enough to comply with my request to them, that they would each set one paper of questions in subjects (Language and Music), to which particular attention had been directed, and in which I specially felt my deficiencies as an examiner.

*Estimate of Attainments.*—The questions set, together with an estimate of the values of the answers severally given to each by the pupils, are shown in the following tables, in which each pupil is designated by the same number with that which represents him in the scheme showing the ages and acquirements of the pupils, with the period during which they have been under training, printed at pp. 290, &c. The letter A marks a thoroughly good answer, the circumstances of the pupil being taken into consideration; B marks a good answer, defective, however, in some important particular, or marred by a blunder; C marks a large class of answers including those which have any merit whatever, together with all not sufficiently complete and accurate to be marked as B. In regard to all the more important papers of the Senior Class, my own judgment of the values of the answers has been checked\* by the kindness of some friends of the institution, whose names will be found appended to the results of the particular papers examined by them:—

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\* I am bound, however, to state, both with regard to St. Mark's College and the Training School at Battersea, that this checking worked both ways; and that, as to many of the answers, the marks which I had originally intended to give were lowered in consequence of the subsequent examination of those who were so good as to aid me.

## SENIOR DIVISION.

HOLY SCRIPTURE.—June 7, 1843. 10½ A.M.—1½ P.M.												
Figure characterizing the Pupil . . . . .	1	5	13	9	3	11	4	2	7	8	28	10
1. Give the substance of the blessing and of the precepts given to Noah after he left the ark . . . . .	B	B	C	C	C	B	B	A	C	C	C	B
2. How long was the sojourning of the children of Israel to continue? What is the date of its commencement? . . . . .	A	A	B	C	C	A	B	B	A	A	..	B
3. Give some account of the lives of Gideon . . . . .	A	B	..	C	B	C	B	B	B	B	C	B
Flusha . . . . .	B	B	C	B	A	C	B	B	C	B	B	A
Josiah . . . . .	B	A	C	C	B	B	B	B	C	A	..	B
4. How do you interpret from history Daniel's vision of the four beasts? (Dan. vii.) . . . . .	B	..	A	B	..	..	..	A	..	B	..	..
5. Can you specify any discrepancies that have been supposed to exist between different portions of the Bible? . . . . .	B	B	B	B	B	..	..	A	..	..	C	C
What have you to reply to objections of this class? . . . . .	B	B	B	..	B	..	..	A	..	..	B	C
6. Mention any instances that occur to you of prophecies extant in the Bible now in course of fulfilment . . . . .	B	B	C	C	C	C	B	B	C	..	C	C
7. Mention the chief miracles recorded to have been wrought by St. Paul . . . . .	B	B	..	A	A	B	C	B	C	C	..	B
8. To what books of the O'ld Testament not usually considered as historical, and to what parts of them, and for what subjects, would you refer for completing the history of the Jews? . . . . .	C	B	B	..	B	..	..	C	..	..	C	..

NOTE.—For checking these results, I am indebted to the kindness of the Rev. Cyril W. Page, M.A., Minister of Christ Church, Westminster.

## SENIOR DIVISION.

DOCTRINE.—June 7, 1843. 2½—5¼ P.M.

Figure characterizing th Pupil	1	5	9	3	11	4	2	7	8	28	10	6
1. Cite passages from the Liturgy, in which the truth, that all that is good comes only from God, is recognized . . . . .	B	B	A	C	B	A	A	B	B	C	B	B
2. What reasons have we for believing that God's providence orders all matters, whether they seem to us small or great, for the welfare of his people? . . . . .	B	A	B	C	B	B	B	B	C	B	A	C
3. Recite the Article (XX.) <i>Of the authority of the Church</i> . . . . .	A	A	B	A	A	A	A	A	A	A	A	A
4. Give Scriptural grounds for the statement of the Church, that Christ suffered to reconcile the Father to us . . . . .	B	A	C	A	C	B	A	B	C	B	B	C
5. Give an outline of the contents of St Paul's Epistle to the Romans . . . . .	C	B	C	A	B	B	B	B	C	..	A	..
Which of St. Paul's other Epistles is most like it, as regards the subject? also which of the Epistles would you class with that to the Ephesians, as treating of similar topics? . . . . .	B	B	C	..	B	C	A	A	C	..	..	C
6. Show, from Scripture, the personality of the Holy Ghost . . . . .	B	B	B	B	A	A	A	A	B	..	A	C
7. Give grounds from Scripture for the teaching of the Catechism, that Christians are members of Christ . . . . .	B	A	C	A	A	B	B	A	B	B	B	B
Answer fully, if you have time, Questions 2 and 4.												

NOTE.—I am indebted to the kindness of the Rev. F. D. Maurice, M.A., Professor of English Literature and Modern History in King's College, and Chaplain of Guy's Hospital, for checking the results of my examination of these papers.



SENIOR DIVISION.

ALGEBRA.—June 8, 1843.

Figure characterizing the Pupil . . . . .

1. Divide  $\frac{3x^5}{4} - 4x^4 + \frac{77}{8}x^3 - \frac{43}{4}x^2 + 27$  by  $\frac{x^2}{2} - x + 3$  . . . . .
2. Extract the square root of  $1 + x$  to 5 terms . . . . .
3. Solve the equations  $\sqrt{x+9} = 1 + \sqrt{x}$  (a) . . . . .  
 $11x^2 - 9x = 11\frac{1}{4}$  (b) . . . . .  
 $x^2 = 6 + xy$  and  $x^2 + y^2 = 61$  (c) . . . . .
4. Some oxen cost 240*l*.; three die; the remainder, sold at 8*l*. per head profit, produce 299*l*.  
 Find the number of oxen . . . . .
5. Find how many terms of the sines 54, 51, 48, &c., must be taken to equal 513 . . . . .  
 Explain the double answer.
6. Find 4 numbers in arithmetical progression which, being respectively increased by 2, 4, 8, and 15, the sums will be in geometrical progression . . . . .

Questions set subsequently by Mr. Crank.

- (a) Prove the rule for quadratics from  $x^2 + px = n$  . . . . .
- (b) Prove the rule for extracting the square root of a binomial surd, as  $x + \sqrt{y}$ , and  
 Extract the square root of  $8 + \sqrt{60}$  . . . . .
- (c) Multiply  $a^3 - 2a^2b + a^2b^2 + b^3$  by  $a^2 + 2a^2b^2 + b^3$  . . . . .  
 and prove  $a^6 = 1$  . . . . .
- (d) A man had cows valued at 22*l*. 10*s*. each, and calves at 2*l*. 5*s*. each; the total value of both was 607*l*. 10*s*. Required the number of cows and calves . . . . .

1	5	3	4	2	7	8	10	6
B	B	..	A	B	A	B	B	..
..	..	..	B	C	B	A	B	..
A	A	A	A	A	A	A	A	A
..	C	B	C	B	A	B	B	C
..	..	..	..	..	..	..	..	..
..	..	..	..	..	B	..	..	..
..	..	..	..	..	..	..	..	..
..	..	C	..	..	..	..	..	..
A	A	A	A	..	A	A	A	A
..	..	..	A	..	A	..	..	..
..	C	C	A	..	A	..	..	C
A	C	B	..	A	B	A	A	A
C	..	..	..	..	B	..	..	C

## SENIOR DIVISION

EUCLID. Books I, II, AND III.—June 9, 1943.

## Figure characterizing the Pupil . . . . .

	1	5	3	4	2	7	8	10	6
1. Distinguish between postulates and axioms, also between problems and theorems; give instances of each . . . . .	B	B	B	B	B	B	B	A	C
2. Show that, on the same base and on the same side of it, there cannot be two triangles which have their sides terminated in one extremity of the base equally, and likewise those terminated in the other extremity of the base equal . . . . .	A	A	B	A	A	A	A	A	A
3. Construct a triangle the sides of which shall be equal to three given straight lines: under what condition is the problem impossible? . . . . .	A	A	B	A	A	A	A	A	B
4. Prove that the square described on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides containing the right angle . . . . .	B	A	A	B	A	A	B	A	..
5. If a straight line be divided into any two parts, the square of the whole line is equal to the square of the two parts together with twice the rectangle contained by those parts . . . . .	A	B	B	A	A	A	A	A	C
6. Equal straight lines are equally distant from the centre, and those that are equally distant from the centre are equal to one another . . . . .	A	B	B	A	A	A	B	B	C
7. The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two straight angles . . . . .	A	..	A	A	..	A	..	B	..
8. From a given circle cut off a segment that shall contain an angle equal to a given angle . . . . .	A	..	A	A	..	A	A	A	..

SECOND DIVISION.

EUCLID, BOOKS I. AND II.—June 9, 1843. 10 $\frac{1}{2}$  A.M.—1 $\frac{1}{2}$  P.M.

Figure characterizing the Pupil . . . . .

1. Define a straight line . . . . .  
a right angle . . . . .  
and a circle . . . . .

2. Show that if two angles have two sides of the one equal to two sides of the other, and the angles included between these two sides equal, the triangles shall be equal in every respect . . . . .

3. Show that the exterior angle of a triangle is equal to the interior and opposite angles . . . . .

4. Show that parallelograms upon the same base and between the same parallels are equal . . . . .

5. If the square described on one side of a triangle be equal to the sum of the squares on the sides opposite, the angle contained by those sides is a right angle . . . . .

6. If there be two straight lines, one of which is divided into any number of parts, the rectangle contained by the two straight lines is equal to the rectangles contained by the undivided line and the several parts of the divided line . . . . .

7. Divide a given straight line into two parts, so that the rectangle contained by the whole, and one of the parts shall be equal to the square of the other part . . . . .

8. In obtuse-angled angles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square of the side subtending the obtuse angle is greater than the squares of the sides containing the obtuse angle by twice the rectangle contained by the side upon which, when produced, the perpendicular falls, and the straight line intercepted without the triangle between the perpendicular and the obtuse angle . . . . .

9	18	11	28	26	13
A	A	A	B	A	A
A	..	..	..	A	..
A	B	A	A	A	A
C	A	B	..	C	A
A	B	A	..	B	A
A	C	B	..	B	B
C	..	A	..	A	..
A	..	B	..	A	A
B	..	B	..	B	..
..	..	..	..	..	..

NOTE.—Several pupils had advanced as far as the first three propositions of Euclid, but this paper was beyond their reach.



## SENIOR DIVISION.

## TRIGONOMETRY.—June 10, 1813.

Figure characterizing the Pupil	1	5	9	3	11	4	2	7	14	8	26	10	13	6
1. Define the sine, tangent, and chord of an arc . . . . .	B	A	C	B	B	A	C	B	C	B	B	A	B	A
2. A ladder 32 feet long rests against a window-sill, being inclined at an angle of $30^\circ$ to the horizon: find the height of the window-sill from the ground, and the distance of the foot of the ladder from the house . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3. One $\angle$ of a $\Delta$ is $32^\circ 15'$ the two sides enclosing another are respectively 468 and 320, find the size of the $\angle$ enclosed $\log. 3.30 = 2.5051500 - \log. \sin. 32^\circ 15' = 9.7272276 - \log. 468 = 2.6702458 - \log. \sin. 51^\circ 18' = 9.8923234$ . . . . .	A	A	B	..	A	B	A	A	..	A	A	B	..	A
4. In an obtuse $\Delta$ the obtuse $\angle$ is $115^\circ 24'$ , another $\angle$ is $32^\circ 7'$ , the side opposite to which is 97 feet, find the side opposite the obtuse $\angle$ , $\log. \sin. 31^\circ 7' = 9.7133077 - \log. 97 = 1.9867717 - \log. \sin. 64^\circ 36' = 9.9558490 - \log. 1696 = 3.2293130$ . . . . .	C	C	C	A	C	B	B	A	..	A	B	B	..	A
5. Show that the chord of an arc is double the sine of half the arc . . . . .	..	..	..	B	..	..	..	..	..	..	..	..	..	..
6. Find the number of degrees contained between the adjoining sides of an octagon . . . . .	..	..	B	A	..	..	..	A	..	B	A	..	..	..

NOTE.—I am indebted to the kindness of the Rev. T. G. Hall, M. A., Professor of Mathematics in King's College, London, for checking the results of my examinations of these Papers, who has also been good enough to furnish me with the following letter, in reference to the answers in Trigonometry:—

*King's College, London, December 12, 1843.*

MY DEAR ALLEN,

I HAVE examined the answers to the Trigonometrical questions proposed to the pupils of St. Mark's College, and I have also arranged the pupils in order of merit, according to the plan you gave me.

I cannot report great excellence in any of the papers sent to me, while some of them are very defective.

Your questions were chiefly examples of the simplest case of oblique angled triangles. The particular questions were thus answered. One of them was done right by almost all; of the other two, one which involved a slight knowledge of the theory of logarithms was generally solved erroneously, the other which demanded the numerical value of the  $\sin. 30^\circ$ , was not done by any of the pupils.

In taking the logarithms, too, the old method of preserving the form of a proportion, when there is in reality no proportion, has been followed. This I think greatly objectionable. I am well aware of the short time the pupils have given to their subject, but with all due allowance for it, they would have known much more of trigonometry if it had been taught systematically.

The answers to the definitions, were, with a few exceptions, unsatisfactory to me. They wanted precision and accuracy.

Believe me to be,

Yours very faithfully,

*The Rev. J. Allen.*

THOMAS G. HALL.

## SENIOR DIVISION.

CHURCH HISTORY.—June 12, 1843. 10 <sup>1</sup> A.M.—1 <sup>1</sup> P.M.														
Figure characterizing the Pupil	1	5	18	9	3	11	4	7	2	8	28	10	13	6
1. Arrange chronologically the following names, mentioning briefly some facts in the history or the character of the writings of the persons referred to.—Ambrose, Anselm, Aquinas, Athanasius, Augustine, Bede, Bernard, Chrysostom, Clement of Rome, Eusebius (Historian), Gregory I., Gregory VII., Ignatius, Jerome, Lanfranc, Origen Polycarp, Tertullian.	B	B	C	B	B	B	B	B	B	B	B	A	B	B
2. Give some account of the rise and progress of the monastic system . . .	..	..	..	B	B	..	A	B	A	B	..	A	..	..
3. To which age of the Church would you trace the rise of those errors of the Church of Rome which seem to have been in the mind of the framers of our Articles? . . .	C	B	..	C	C	C	B	C	C	B	C	C	C	..
4. Give some account of the rise and progress of the Reformation in England . . .	B	A	B	B	B	A	A	A	A	A	A	A	B	B
5. Give an historical account of the chief objections raised by the Puritans, and the modes in which they have been met . . .	..	..	..	C	B	..	B	..	A	B	B	B	..	..
6. Give some account of the rise of those errors against which the Athanasian Creed is specially directed. . . .	B	A	..	B	B	B	A	B	B	A	C	A	..	A
7. Give an outline of the history of the Book of Common Prayer . .	B	A	..	C	A	..	C	..	B	A	..	..	..	..

NOTE.—For checking these results of the examination in Church History, I am indebted to the kindness of the Rev. William Short, M.A., rector of St. George the Martyr's Church, London.

SENIOR DIVISION.

GEOGRAPHY.—June 12. 24.—53.

Figure characterizing the Pupil . . . . .	1	5	18	9	3	11	4	2	7	3	10	13
1. Draw a map of the Mediterranean Sea, showing, as far as you are able, the position of the most noted places adjacent, and the rivers that empty themselves therein . . . . .	B	..	C	B	A	B	C	A	B	A	B	B
2. Mention the chief mineral productions of England, with their several localities	C	B	C	B	C	B	B	B	B	C	C	C
3. Describe the chief physical features of the world, indicating the great mountain ridges and table lands, and the chief lines of drainage . . . . .	B	A	B	B	B	A	B	A	E	B	C	..
4. Specify the chief places from which England procures her most necessary imports . . . . .	B	B	C	C	C	B	C	B	B	B	C	C
5. Give any facts that may occur to you, marking the progress of geographical discovery. . . . .	C	B	C	C	C	B	C	A	C	A	B	C

NOTE.—For checking these results of the examination in Geography, I am indebted to the kindness of G. F. Mathison, Esq., of the Royal Mint.

## SENIOR DIVISION.

HISTORY.—June 13, 1847.

Figure characterizing the Papal . . . . .	1	5	9	3	11	4	2	7	8	10	13	6
1. Trace briefly the changes of government which <i>Athens</i> , <i>Sparta</i> , and . . . . .	A	A	B	B	B	B	B	B	B	A	B	C
<i>Rome</i> , underwent previous to the commencement of modern history . . . . .	C	C	C	C	C	C	C	C	C	C	C	C
2. Give some account of the lives of Themistocles . . . . .	A	A	A	B	B	B	A	C	C	B	C	C
(Coast) Intime . . . . .	B	B	C	C	C	C	C	C	C	C	C	C
Charlemagne . . . . .	C	B	C	C	B	B	A	C	C	C	C	C
Giotius . . . . .	C	C	C	C	C	C	C	C	C	C	C	C
3. Give the dates and other circumstances, as far as you are acquainted with them, of the battles of Actium, Agos-Potamos, Bannockburn, Blenheim, Cannæ, Chæronæa, Granius, Leuctra, Marathon, Naseby, Philippi, Tours . . . . .	C	B	C	C	C	C	B	C	A	B	C	C
4. Trace the history of Britain during the period that it was occupied by the Roman legions . . . . .	B	C	C	C	A	B	B	B	C	C	C	C
5. Give some account of the Crusades . . . . .	B	B	C	C	B	E	A	B	C	B	C	C
6. Mention, with dates, the names of the princes of the line of York and Lan- caster respectively; in whose reign was the chief struggle carried on; how did the contest finally terminate? . . . . .	C	B	C	C	B	E	A	B	C	B	C	C
7. Give a history, with dates, of the struggles between the parties of Whig and Tory; to what several parties, and other names, would you trace the main- tenance of similar principles in earlier periods of our history? . . . . .	C	B	C	C	B	C	A	C	B	C	C	C

NOTE.—For checking these results, I am indebted to the kindness of the Rev. F. C. Cook, M. A., Inspector of Schools under the Lord Bishop of London.

JUNIOR DIVISION.

HOLY SCRIPTURE.—June 7, 1843. 10½ A.M.—1¼ P.M.		23	21	33	12	35	25	19	16	22	24	42	34	17	31	14	32	29	26	27	15	13	20	30
Figure characterizing the Pupil.		A	A	B	A	A	A	A	A	A	A	B	B	A	A	C	B	A	A	A	B	A	C	B
1. Give some of the most remarkable instances that occur to you in the history of individuals as recorded in Scripture, of sin being followed by temporal affliction?		B	B	C	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
2. In what respects were Isaac, Aaron, and David types of our Lord?		B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
3. Give briefly the chief events recorded of the lives of Joshua, Herodiah, Jeremiah, St. Peter.		D	B	B	A	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
4. Give, as nearly as you can, the dates of the following events,—the birth of Abraham, the Exodus of the children of Israel, the dedication of the first and second Temples.		A	D	A	A	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
5. Mention the names of the good kings that ruled over Judah.		B	A	B	B	C	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
6. Who were the Samaritans spoken of in the Gospels? Give the chief points of their history as recorded in Scripture.		..	A	C	B	A	C	..	C	..	..	B	..	..	A	..	C	A	..	B	..	..	A	..
7. Mention anything that is known from Scripture of the seven deacons appointed by the Apostles.		C	B	..	C	..	C	..	C	A	..	..	..	C	A	..	..	B	..	..	C	..	A	C



JUNIOR DIVISION.

ARITHMETIC—June 8, 1843. 10 $\frac{1}{2}$ A.M.—1 P.M.		23	21	33	12	35	25	16	22	42	34	17	31	32	28	29	14	15	20	30
Figure characterizing the Pupil . . .																				
1. Multiply 2760325 by 37072. . . . .		A	A	A	B	A	A	A	A	B	A	A	A	A	C	A	A	B	A	A
2. Divide 18972564 by 6023 . . . . .		A	A	A	C	A	A	A	A	A	A	A	A	A	B	A	B	A	A	A
3. Extract the square root of 393129 . . . . .		A	A	..	..	..	A	A	..	..	..	..	A	A	..	A	C	..	A	A
4. If 40 $\frac{1}{2}$ lbs. of coffee costs 3 <i>l</i> ., how much can be bought for 7 <i>l</i> . 13 <i>s</i> .? . . . . .		B	A	A	A	A	A	A	B	A	..	A	A	A	..	A	C	A	A	A
5. Find by practice the cost of 37 cwt. 3 qrs. 12 lbs. at 5 <i>l</i> . 15 <i>s</i> . 7 $\frac{1}{2}$ <i>d</i> . the cwt. . . . .		B	B	A	B	A	A	B	..	C	Not advanced so far as Practice.	A	A	B	Not advanced so far as Practice.	B	..	B	B	A
6. Add together 3, $\frac{2}{3}$ , $\frac{1}{4}$ , and $\frac{1}{8}$ . . . . .		A	A	A	A	..	A	A	..	..	Not advanced so far as Practice.	A	A	A	..	A	..	C	A	A
7. Divide .032701 by 36 . . . . .		C	A	A	..	..	A	A	B	..	..	A	A	A	A	A	..	B	A	A
8. If 2,000 <i>l</i> . be laid out in the 3 per cents. when they are at 88 $\frac{1}{2}$ , what will be the annual increase? . . . . .		..	C	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9. Write out the table of square or land measure . . . . .		..	B	A	..	..	B	..	B	..	..	A	A	A	A	B	..	..	A	A



## JUNIOR DIVISION.

EARLY CHAPTERS OF THE REV. W. PALMER'S CHURCH HISTORY.—June 12, 1843.																	
Figure characterizing the Pupil . . .	23	21	12	25	19	15	22	24	21	15	32	29	26	27	15	20	30
1. Give some account of the propagation of Christianity during the first three centuries . . . . .	B	B	C	A	A	B	C	A	A	C	C	A	B	A	C	B	B
2. Specify some of the fruits of faith exemplified in the early martyrs . . . . .	A	B	B	A	B	B	C	B	B	B	C	A	..	B	C	B	B
3. Give some account of the chief ecclesiastical writers of the first three centuries . . . . .	C	C	..	B	B	A	..	C	..	..	B	C	..	B	B	C	..
4. What do you know of the communion rites and discipline of the ante-Nicene Church? . . . . .	..	..	..	B	..	..	..	..	..	..	..	..	..	B	B	..	..

JUNIOR DIVISION.

GEOGRAPHY — June 1<sup>st</sup>, 1843 2<sup>1</sup>—3<sup>1</sup>

	44	23	21	41	36	33	12	35	25	19	16	22	42	34	17	31	37	39	38	14	32	28	23	26	40	27	15	40	20	30
1 You characterize the People of the world.	B	A	A	A	B	B	B	B	B	C	B	A	C	L	A	A	A	A	B	B	B	C	A	A	B	A	B	B	B	A
2 Give some account of the chief rivers and circles drawn on the globe by geographers, with the reasons for their several positions.	C	A	B	A	B	B	A	B	L	B	B	C	C	B	B	A	B	C	C	B	A	C	A	C	B	B	B	C	B	
3 Draw a map of Palestine, marking the position of the chief places and districts mentioned in Holy Scripture.	..	A	A	A	A	..	..	..	A	A	A	B	B	..	A	A	A	B	B	A	B	..	A	B	B	B	..	C	B	
4 Mention, in the order of their importance, the chief rivers and towns of England, adding any circumstances connected with them of which you may have knowledge.	..	B	B	A	B	B	B	B	B	A	A	B	B	B	B	A	B	B	B	B	B	B	B	A	B	B	..	B	B	
5 Particularize the boundaries of the chief States of Europe.	..	B	C	A	B	C	..	B	C	L	B	C	C	B	B	..	B	C	C	C	C	B	B	B	B	B	..	C	C	
6 By what countries would two ships severally pass that made as far as was practicable coasting voyages from London to New Zealand and to Calcutta, assuming that they parted company at the Cape of Good Hope, and that the ship bound for New Zealand made the best of her way for New Zealand before she began to sail southwards?	..	..	..	A	A	..	..	B	A	B	..	..	B	..	A	..	C	..	B	..	B	..	A	C	..	A	..	..	..	



In Latin the pupils of the senior division, Nos. 1, 3, 4, 10, 20, 43, were given the following passages to translate into English prose, it being suggested to me that I should set some of the philosophical writings, and one of the letters of Cicero, without, however, those having formed the subjects of recent instruction in the college.

June 13, 1843.

Neque enim assentior iis, quæ hæc nuper disserere cœperunt, cum corporibus simul animos interire atque omnia morte deleri. Plus apud me antiquorum auctoritas valet, vel nostrorum majorum, qui mortuis tam religiosa jura tribuerunt; quod non fecissent profecto, si nihil ad eos pertinere arbitrarentur: vel eorum, qui in hac terra fuerunt magnamque Græciam, quæ nunc quidem deleta est tunc florebat, institutis et præceptis suis erudierunt: vel eius, qui Apollinis oraculo sapientissimus est judicatus, qui non tum hoc tum illud, ut in plerisque, sed idem semper, animos hominum esse divinos, iisque, quum e corpore excessissent, re-ditum in cælum patere optimoque et justissimo cuique expeditissimum.

Also,

Quid igitur timeam, si aut non miser post mortem aut beatus etiam futurus sum? Quamquam quis est tam stultus, quamvis sit adolescens, cui sit exploratum, se ad vesperum esse victurum? Quin etiam ætas illa multo plures quam nostra mortis casus habet: facilius in morbos incidunt adolescentes; gravius ægrotant; tristius curantur. Itaque pauci veniunt ad senectutem: quod ni ita accideret, melius et prudentius viveretur. Mens enim et ratio et consilium in senibus est: qui si nulli fuissent, nullæ omnino civitates essent. Sed redeo ad mortem impendentem. Quod illud est crimen senectutis, quum illud videatis cum adolescentia esse commune?

Also,

Magnam cepi voluptatem, quum ex communibus amicis cognovi, te, ut sapientiâ tuâ dignum est, et disponere otium, et ferre; habitare amænissimè, et nunc terrâ, nunc mari corpus agitare; multum disputare, multum audire, multum lectitare; quumque plurimum scias, quotidie tamen aliquid addiscere. Ita senescere oportet virum qui magistratus amplissimos gesserit, exercitus rexerit, totumque se reipublicæ, quamdiu decebat, obtulerit. Nam et prima vitæ tempora et media patriæ, extrema nobis impertire debemus, ut ipsæ leges monent, quæ majorem annis LX. otio reddunt. Quando mihi licebit? Quando per etatem honestum erit imitari istud pulcherrimæ quietis exemplum? Quando secessus mei non desidiæ nomen, sed tranquillitatis accipiet? Vale.

Also the following sentences from Arnold's Exercises into Latin prose:—

When the storms of war have cooled down, the arts of peace revive. The shepherd feeds his flocks upon the hills; the husbandman tills his fields, and fears not invading foes: the inhabitants of towns go about\* their usual employments, and live secure† with opened gates. How greatly shall we rejoice when the concord of nations again restores‡ peace!

\* To go about a business—operam dato negotio.

† To live secure—securus agere (vitam understood).

‡ Shall have restored.

Of these, however, Nos. 1, 4, and 20, chose the papers of the second division, being selected from books in which they had recently been instructed by the principal.

The pupils of the second division had the same sentences as the senior division to translate into Latin, together with the following passages (from lessons recently gone over), to be translated into English:—

Rex tot hominum salute, tam sibi necessariorum, magnopere gavisus, confestim Artabazum cum epistolâ ad Pausaniam mittit, in quâ cum collaudat, ac petit, ne cui rei parcat ad ea perficienda, quæ polliceretur: si fecerit, nullius rei a se repulsam esse laturum. Hujus Pausanias voluntate cognitâ, alacrior ad rem gerendam factus, in suspicionem cecidit Lacedæmoniorum,—nec multo post prodicionis accusatus damnatur. Mortem ut fugerit, in ædem Minervæ, quæ Chalciæcus vocatur, se recepit. Hinc ne exire posset, statim Ephori valvas ejus ædis lapidibus obstruxerunt, tectumque sunt demoliti, ut facilius sub dio interiret. Dicunt illo tempore matrem Pausaniæ adhuc vixisse: eamque, postquam de scelere filii comperisset, in primis lapidem ad introitum ædis attulisse. Sic Pausanias magnam belli gloriam turpi morte commaculavit. Hic quum semianimis de templo elatus esset, confestim animam efflavit.

Also,

Ex his omnibus longe sunt humanissimi qui Cantium incolunt: quæ regio est maritima omnis, neque: multum à Gallica differunt consuetudine. Interiores plerique: frumenta non serunt, sed lacte et carne vivunt, pellibusque: sunt vestiti. Omnes vero, se Britanni vitro inficiunt, quod cæruleum efficit colorem: atque hoc horribiliore sunt in pugna aspectu capilloque: sunt promisso, atque: omni parte corporis rasa, præter caput et labium superius. Uxores habent deni duodeni: inter se communes, et maxime fratres cum fratribus, et parentes cum liberis. Sed si qui sunt ex his nati, eorum habentur liberi, à quibus primum virgines quæque ductæ sunt.

Multi scriptorum Romanorum, quorum scripta exstant, magnam laudem meruerunt et rerum ac sententiarum copiâ et verborum elegantia. Inter illos excellit M. (Marcus) Tullius Cicero, cujus epistolas et orationes ceterosque libros in scholis legimus. Huic omnes concedunt palmam eloquentiæ. Et vere orationes ejus delectant miro ingenii acumine, quo reorum innocentiam defendit aut utilitatem legis alicujus demonstrat. In epistolis ad familiares scribit de rebus domesticis et publicis, modo ridens et jocabundus, modo in gravitatem ac severitatem compositus. Tres libros composuit de oratore, in quibus de arte oratoriâ disserit. Perfecti oratoris imaginem in alio libro proposuit. In eis (iis) libris quos de officiis scripsit, Marcum filium ad vitam honestam instituit. T. (Titus) Livius non unius ævi aut belli aut hominis historiam descripsit, sed universam rerum Romanorum historiam ab origine gentis ad sua usque tempora deduxit. At illius non omnia scripta exstant. C. (Caius) Julius Cæsar octo libris bellum Gallicum, tribus civile narravit; et Gallico quidem totius Galliæ civitates Romanorum imperio subjecit, civili Pompeium devicit: utriusque belli rebus gestis nomen ejus inclaruit.

On showing the exercises to the Rev. R. W. Browne, M.A., Professor of Classical Literature in King's College, London, he was good enough to furnish me with the following note respecting them:—

King's College, London, December 5, 1843.

MY DEAR MR. ALLEN,

I HAVE examined the Latin exercises of the pupils of St. Mark's College, and think them on the whole very creditable performances. You will see that the translations from English into Latin are very inferior to that from Latin into English. The first division I should class in the following order :—

No. 43.  
 No. 1 } æquales.  
 No. 3 }  
 No. 10.  
 No. 4.

In the second division the best exercises are those of No. 5; the others I have not placed, as between many of them there is a great equality.

The Latin composition of No. 10 is the best; but there is a want of neatness about his work which has induced me to place him where he is. If you print any of the Latin as a specimen, I think his should be chosen. The English specimens might be selected from the exercises of No. 43, No. 3, No. 1, and No. 5.

I am, my dear Mr. Allen,

Very faithfully yours,

R. W. BROWNE, M.A.

Rev. J. Allen.

To the pupils in the third class was set the following paper, extracted from their exercise book :—

1. Distinguish the five declensions of nouns.

2. Translate into Latin prose—

The wolf had bitten the sheep.

Christians will not fear death.

3. Translate into English prose—

Boni pastōris est tondere oves, non deglubere. Sagittæ ab humero pependerunt. Malus pastor deglupsit oves, non totondit. Pastores agricolas riserunt. Lupis boni pastōris ovem momordērit. Boni Canis non est, oves mordere. Tonde oves; ne deglube. Servus portas urbis clausērit. Puēri regis sceptrum vidēbunt. Luscinia colorem mutabunt. Autumno luscinia colorem suum mutāverint.

Bite . . . . . mord-ere, r. mōmord.

Hang (neut.) . . . . . pend-ere, r. pēpend.

Shear, shave . . . . . tond-ere, r. tōtond.

Shoulder . . . . . humerus, G. 1.

Beard . . . . . barba.

Sheep . . . . . ovis, G. ovis

Flay . . . . . de-glūb-ere

Shepherd . . . . . past-or, G. oris.

Wolf . . . . . lūpus, G. 1.

From . . . . . ab, governing the ablative.

Having showed the exercises to the Rev. J. S. Brewer, M.A., classical tutor, King's College, London, he was good enough to furnish me with the following letter and classification :—

DEAR ALLEN,

King's College, December 4, 1843.

I HAVE looked over the examination papers of the third class, and think them very creditable to the pupils of the establishment from which they come.

The answers of No. 41 are faultless, except in one or two instances of a clerical error.

Those of the second class, Nos. 21, 23, 24, 26, 27, 28, 29, 32, have one mistake or two of a slighter kind.

The third class, Nos. 12, 25, 44, one mistake; but careless in the English, or badly spelt.

No. 22 has several mistakes.

The answers of Nos. 14, 16, 17, 19, 31, 35, and still more so of Nos. 42 and 44, are incomplete and faulty.

The answers of the Syrians are very good, and their mistranslations arise (as it seems to me) from ignorance more of our language than of the Latin. I have not, however, made any allowance for this.

Yours truly,

J. S. BREWER.

*Rev. J. Allen.*

PAPER set by the Rev. DERWENT COLERIDGE, M.A., Principal of the College; the values of the Answers to the Questions being also apportioned by him.

### SENIOR DIVISION.

ENGLISH LANGUAGE.											
Figure characterizing the Pupil											
	1	5	9	3	4	2	7	8	10	6	
1. <i>a.</i> Explain the nature and uses of language . . . . .	A	A	B	B	A	A	B	..	C	C	
<i>b.</i> What is a word as distinguished from a vocable? . . . . .	B	A	..	..	A	A	A	..	C	C	
2. <i>a.</i> Describe briefly the relations of different languages to each other with a view to classification; <i>b.</i> And assign to the English language its place in the group. . . . .	C	A	B	C	A	B	A	A	B	..	
3. <i>a.</i> Give a short analysis of the English language. . . . .	B	A	..	A	A	B	B	A	A	..	
<i>b.</i> How does this differ from a logical or grammatical analysis? . . . . .	C	A	B	A	C	B	A	A	A	..	
4. <i>a.</i> Give any information which you may possess respecting the art of writing <i>b.</i> Whence is the English alphabet derived? . . . . .	B	A	B	B	B	A	B	..	..	C	
<i>c.</i> And in what respects is it deficient or redundant? . . . . .	B	A	..	B	B	B	B	B	..	C	
5. <i>a.</i> Give the vowel <i>sounds</i> of the English alphabet as distinguished from the vowel <i>signs</i> . . . . .	B	A	..	A	B	..	A	C	B	C	
<i>b.</i> Classify the consonants . . . . .	B	B	..	A	B	..	A	C	B	C	
<i>c.</i> And show how the inflection of the language is affected by euphony, giving the rule . . . . .	..	C	..	A	A	..	A	..	..	..	
6. <i>a.</i> Define grammar, distinguishing the art from the science. . . . .	A	A	A	B	A	C	B	C	A	A	
<i>b.</i> Mention the usual arrangement of English grammar. . . . .	A	A	A	B	A	B	A	A	..	..	
<i>c.</i> Can you suggest any other? . . . . .	B	B	..	B	B	B	B	B	..	..	
7. <i>a.</i> Mention the several parts of speech, taking them as ten, nine, eight, and three; <i>b.</i> With the definition of each . . . . .	B	B	B	B	A	A	A	B	B	B	
<i>c.</i> Which are capable of inflection in the English language. . . . .	B	B	C	..	A	A	A	C	B	..	
<i>d.</i> Illustrate by examples . . . . .	B	..	..	B	A	A	A	C	B	B	



PAPER set by the Rev. DERWENT COLERIDGE, M.A., Principal of the College, &c.—continued.  
SENIOR DIVISION.

## ENGLISH LANGUAGE.

Figure characterizing the Pupil	1	5	9	3	4	2	7	8	10	6
8. a. Distinguish nouns substantive as common and proper	A	A	C	A	B	B	B	B	C	A
b. as concrete and abstract	B	B	C	A	B	B	B	..	C	C
c. as simple and compound	C	A	A	A	B	B	A	..	A	..
d. as radical and derived	..	..	..	..	..	..	..	..	B	..
e. What is a "vox signata?"	..	B	..	A	..	..	..	..	..	..
f. What is a technical word or phrase?	..	..	..	..	..	..	..	..	..	..
9. a. What do you mean by gender?	B	A	B	A	B	B	B	A	A	B
b. number?	B	A	B	A	B	B	B	A	A	B
c. case?	B	A	A	A	B	B	B	A	A	B
d. How are they severally indicated in the English language?	B	A	..	..	B	B	B	..	..	..
e. Mention any rules with which you are acquainted, and illustrate by examples.	..	A	..	..	..	..	..	..	..	..
10. a. Distinguish verbs as neuter and transitive, and show	A	A	C	B	B	B	A	B	C	..
b. How the one are sometimes changed into the other	..	..	..	B	B	C	B	B	C	..
c. Show how the English verb is inflected, taking the verbs <i>be</i> , <i>have</i> , <i>lie</i> , <i>lay</i> , <i>love</i> , and <i>work</i> , as examples.	A	B	B	C	A	C	B	C	C	..
d. Show when the pronunciation does not correspond to the spelling, and why	..	C	..	..	..	C	B	..	C	..
11. a. Define the word tense	B	E	C	A	B	..	A	B	B	C
b. mood	..	B	C	A	B	..	B	B	B	C
c. voice, in the grammatical sense	..	B	C	A	C	C	B	B	B	C
d. And show how the deficiencies of inflection are supplied in the English language	..	E	C	A	B	C	..	..	..	..
e. Give a table of tenses, and illustrate by comparison with the Latin verb	B	B	C	B	B	C	A	..	..	C

12. a. How may the meaning of a word be modified without change of form?	..	B	C	A	B	B	C
b. Of what use is it to know the history or derivation of a word?	..	B	C	A	B	..	C
13. a. How is the presence of a Greek root indicated in English words?	..	C	A	B	A	C	..
b. What prefixes and terminations mark a Latin origin?	..	B	C	A	B	..	..
c. Give in an orderly manner, with explanations and illustrative examples, the Greek and Latin roots, answering to the English words, put, place, set, and range, with their combinations and opposites	..	B	C	C	C	C	..
d. Give the roots of the Latin words, cedo, caedo, cado, as they appear in English words, with examples	..	..	..	..	..	C	C
14. a. What do you mean by a sentence and a clause?	..	C	A	..	..	A	..
b. What is a proposition, and how is it logically divided?	..	A	B	A	..	A	..
c. What are concord and regimen, and how do each affect the form of words in English?	..	B	..	A	..	A	..
15. a. Write down from memory the fourth article, attending to the punctuation	B	A	..	A	A	A	C
b. And parse the passage from "Christ" to "nature"	B	B	..	A	B	A	B
16. a. What relation does grammar bear to logic, rhetoric, and poetry?	..	..	C	..	..	C	..
b. By what marks is poetry distinguished from prose as regards form.	..	..	A	..	..	C	..
c. Illustrate by a reference to the poetry of the Hebrews, of the Greeks and Romans, of the Anglo-Saxon, and of the modern English	..	..	A	..	..	C	..
d. Define the words verse, metre, scansion, accent, rhythm, rhyme, and stanza	..	..	A	..	..	C	..
17. a. Write down from memory the lines in the first book of Paradise Lost, beginning "So Satan spake, and him Beelzebub," to "pernicious height," and analyse the passage	..	..	A	A	B	C	C
	..	C	B	..	..	..	..



9. Give instances of *active* and *neuter verbs*, and show how the one may be changed into the other. How is the English verb inflected? and how are the time and manner of an action otherwise expressed? Show this in the verb "Smite." Decline the verb *Be* throughout.
10. Point out subject and predicate in any sentence which you may recollect, and define the terms
11. Give the derivation of the words "revoke," "exhort," "betray," and "tenant," and mention other words in which the same roots appear. What is the force of the prefix *in*, and what changes of form does it undergo? Mention any Greek termination that may occur to you, and explain them
12. Explain the terms *synonym* and *homonym*. Are the words *Astrology* and *Astronomy*, *Physiology* and *Physiognomy*, synonymous? If not, explain the difference, with the etymology of the words. Account for the variation in their meaning
13. Write out the following passage correctly, putting the capital letters and stops where required, and correcting the spelling:—
- Tumults and insurrections soon arose after the death of herod the titel of archelaus was disputed by the other sons of the late monark but the decision of their respectt clames having been submitted to the emperor augustus before whom the contending party's appeared in person the imperial edite conferred Archelaus in the sovereignty of judea idumea and samarya with the titel of tetrark insted of the hyer dignity of king and herod autipas and philup were likewise conferred in the possessions assined them by their father herod.
14. Parse the first ten words

C	C	B	C	A	B	C	B	B	C	B	B	C	B	C	C	B	..	C				
A	..	1	C	A	A	A	A	B	C	..	B	A	C	A	A	B	C	B	..	B		
B	..	B	..	C	..	..	C	C	..	C	..	C	A	..	C	C	A	C	C	B	B	B
C	C	..	C	B	C	..	C	C	C	..	C	A	C	B	C	B	C	C	A	B	B	
B	..	C	..	B	C	..	B	C	C	..	C	C	..	..	A	C	B	C	..	C	C	A
B	B	A	..	B	B	..	B	A	C	C	C	..	B	B	B	..	C	C	B	B	A	A

## MUSICAL EXAMINATION by the

MUSIC—														
Figure characterizing the Pupil	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. What characters are used in modern music to represent the pitch of musical sounds? . . . }	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2. What their duration? . . . .	..	B	..	B	C	..	A	B	B	..	..	B	C	..
3. Write down the following characters, and explain their names and uses:—														
Stave, <i>a</i> . . . . .	B	B	B	B	A	..	A	..	B	..	..	C	A	B
Clefs, <i>b</i> . . . . .	B	A	B	B	..	..	A	..	B	..	..	C	B	B
Bars, <i>c</i> . . . . .	B	C	A	A	A	..	A	..	B	..	..	C	A	B
Double bars, <i>d</i> . . . . .	B	C	A	B	..	..	A	..	B	..	..	C	A	B
Repeats, <i>e</i> . . . . .	A	A	B	B	A	..	B	..	..	..	..	C	B	A
Sharps, <i>f</i> . . . . .	A	A	C	A	A	..	A	..	B	..	..	C	A	A
Flats, <i>g</i> . . . . .	B	B	C	A	A	..	A	..	B	..	..	C	A	..
Naturals, <i>h</i> . . . . .	A	A	C	A	A	..	A	..	B	..	..	C	..	C
Double sharps, <i>i</i> . . . . .	B	A	C	A	A	..	A	..	C	..	..	C	..	B
Double flats, <i>j</i> . . . . .	B	A	C	A	A	..	A	..	C	..	..	C	..	C
Breve, <i>k</i> . . . . .	B	B	B	A	..	..	A	..	B	..	..	C	A	..
Simbleve, <i>l</i> . . . . .	B	B	B	A	..	..	A	..	B	..	..	C	A	..
Mim, &c., <i>m</i> . . . . .	B	B	B	A	..	..	A	..	B	..	..	C	A	..
Ledger lines, <i>n</i> . . . . .	B	..	B	..	..	..	A	..	..	..	..	B	A	..
Rests, <i>o</i> . . . . .	B	..	B	..	..	..	A	..	..	..	..	C	B	..
4. What is musical accent? . . . .	..	B	B	A	B	..	C	..	B	..	..	B	A	..
5. How many kinds of time are there? . . .	..	B	C	..	A	..	B	..	..	..	..	A	A	..
6. Write down some of the principal modes of time . . . . . }	..	B	C	..	A	..	B	..	..	..	..	..	..	..
7. Of what does a measure of Cathedral common time consist? . . . }	..	B	A	..	A	..	A	..	C	..	..	..	B	..
8. Write down some of the principal marks and terms regulating the degree of loudness in Music . . . }	..	C	B	..	A	..	A	..	A	..	..	A	A	..
9. Mention some of the terms regulating the fastness or slowness of the progression . . . . . }	..	B	B	..	A	..	A	..	A	..	..	A	A	..
10. Give a short account of the major diatonic scale . . . . . }	..	B	B	..	C	..	B	..	A	..	..	A	B	..
11. What intervals are derived from it? . . . . . }	..	..	..	..	..	..	..	..	..	..	..	A	..	..
12. Write the major scale in all the ordinary keys, and mark by a star the places of the semitones . . . }	..	..	B	..	A	..	A	..	A	..	..	A	..	A
13. By what name is this process of changing any piece of music from one key to another expressed? . . . . . }	..	B	B	..	B	..	B	..	B	..	..	B	..	B
14. What is the change of key in the same piece of music called? . . . }	..	B	A	..	A	..	C	..	A	..	..	..	..	C
15. Are there any intervals commonly used, which are not derived from the diatonic scale? . . . . . }	..	B	C	..	B	..	B	..	B	..	..	B	B	..

Vice-Principal, the Rev. THOMAS HELMORE, B.A.

June, 1845.

14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
C	B	B	C	A	B	A	C	..	..	C	C	C	C	C	B	B	A	B	C	C	C
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C	B	B	C	B	C	C	B	C	..	C	B	C	C	C	B	B	B	B	B	B	C
C	A	B	A	B	A	A	B	B	B	C	B	C	B	B	B	B	A	B	B	B	B
A	B	B	C	C	B	B	C	C	C	C	C	C	C	C	C	C	A	B	B	B	B
C	C	C	C	C	B	B	C	C	C	C	C	C	C	C	C	C	A	B	B	B	B
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
C	C	C	C	C	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	B	B	B	B	B
C	C	C	C	C	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
C	C	C	C	C	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B
B	C	B	C	B	C	C	B	C	B	B	A	..	A	C	C	C	B	C	C	C	A
..	B	C	A	C	B	A	C	..	B	C	C	B	..	..	C	C	C	C	C	A	C
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C	..	A	A	A	B	A	B	C	A	B	..	A	A	B	B	C	A	B	A	A	A
..	..	A	B	B	A	A	C	C	A	B	..	A	A	B	B	B	B	B	A	B	A
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
C	..	B	B	A	B	C	B	C	C	C	C	A	C	A	B	C	B	B	B	B	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	A	..	..	..	..
B	C	C	C	A	C	A	B	B	C	C	C	B	..	..	A	C	A	B	..	C	..
..	..	B	C	A	A	C	A	..	C	..	A	A	..	C	A	..	A	A	..	C	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
B	..	B	B	..	A	B	B	..	..	..	B	B	B	B	B	B	B	B	B	B	B
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
B	..	C	C	..	C	C	C	..	..	..	..	C	C	..	C	C	..	..	..	C	..

## MUSIC—

Figure characterizing the Pupil	1	2	3	4	5	6	7	8	9	10	11	12	13		
16. What other scales have we in modern music besides the major diatonic? . . . . .	..	B	B	..	A	..	A	..	B	..	..	C	A	..	B
17. Define music . . . . .	C	C	B	A	C	..	A	B	B	..	..	C	A	B	A
18. How is music divided with regard to the means of producing it? . . .	B	A	A	A	A	B	A	B	B	B	B	A	B	B	B
19. How in respect of the end for which it is employed? . . . . .	B	A	A	A	A	B	A	B	B	B	B	B	B	B	B
20. How does Dr. Crotch divide it with respect to style? . . . . .	B	A	A	B	A	B	B	B	B	B	A	A	B	B	B
21. How is music divided in respect of the successive and combined arrangement of sounds? . . . . .	..	..	..	..	A	B	A	A	A	..	B	B	B	B	B
Melody, <i>a</i> ? . . . . .	A	B	A	A	A	..	..	B	B	B	..	..	..	B	A
Harmony, <i>b</i> ? . . . . .	B	A	A	A	..	..	A	B	C	..	..	..	..	B	A
22. What is a musical foot? . . . . .	A	A	A	A	..	A	A	A	B	A	A	A	B	A	A
23.      a phrase? . . . . .	C	A	A	B	B	..	A	B	C	B	B	B	C	B	B
24.      a section? . . . . .	C	A	..	B	B	B	B	A	..	B	B	B	B	A	A
25. Give the harmonic names of the notes of the diatonic scale . . .	C	B	A	A	A	A	A	A	B	B	B	C	B	B	B
26. Give the common chord of each of these and show its character. .	..	..	..	..	A	..	..	A	B	C	..	..	A	A	B
27. Set down the following chords, taking any note whatever as the key note . . . . .	C	..	A	B	C	..	..	..	..	..	..	C	B	A	..
Chord of the Tonic . . . . .	..	..	..	..	A	C	C	C	..	..	..	..	A	..	A
Sub-dominant . . . . .	..	..	..	..	B	..	..	C	..	..	..	..	..	..	A
Dominant . . . . .	..	..	..	..	A	..	..	C	..	..	..	..	A	..	A
Relative minor tonic . . . . .	..	..	..	..	B	..	..	C	..	..	..	..	A	..	A
28. Transpose this exercise into the key a lesser third higher . . .	..	..	B	A	A	..	A	A	C	..	..	C	A	C	C
29. Take any one of the "Ecclesiastical Chants" and explain the harmony . . . . .	C	C	B	B	C	C	A	C	C	..	..	..	A	B	A
30. How does the notation of the ancient ecclesiastical music differ from the modern? . . . . .	C	..	A	C	A	B	B	C	B	C	C	..	B	B	C
Show the peculiar advantages of the latter. . . . .	C	C	A	B	A	B	A	B	..	..	..	B	B	A	..
31. Give as well as you are able, from memory, the old notation of the chant used in the Cathedral Service to the lesser Litany and versicles after the Creed . . .	..	..	..	..	..	..	..	..	..	C	..	..	..	..	..
Has it any advantage over the modern notation? . . . . .	C	..	A	B	A	..	A	..	B	..	..	B	..	A	C

NOTE.—The senior pupils were directed to begin at question 18, and after the latter would permit.





Through the kindness of W. Dyce, Esq., Professor of the Fine Arts at King's College, London, I have been furnished with the following letter, relative to the Papers on Music, whose values have been tabularised in the above scheme:—

MY DEAR SIR,

1, Adelphi Terrace, October 9, 1843.

SOME days before I received your note, Mr. Page had explained to me the plan adopted by Mr. Helmore; but it seemed to me that, so far as my opinion is of any value, the object you have in view would be attained if I selected certain questions from the two divisions, and assigned to the answers comparative degrees of merit, according to the scheme proposed by Mr. Helmore. In this way I hoped that, supposing my judgment to be correct, an adequate test of the general proficiency of the students would be furnished.

The questions I selected were, Nos. 30 and 31 from the senior division, and No. 3 from the junior. The results of my examination are as follows:

Out of the seventeen students of the senior class,—

Three have given answers which, though differing in merit, must be reckoned highly satisfactory;

Four have given answers which, but for some oversight or blunder, might have been classed with the three former;

Eight show a moderate acquaintance with the subject of examination; and

Two (the two Syrians) can scarcely be said to have furnished answers to the questions.

To express the relative degrees of merit according to Mr. Helmore's plan, the numbers and letters would stand thus:—

A	.	.	.	.	.	3
B	.	.	.	.	.	4
C	.	.	.	.	.	8
—	.	.	.	.	.	2
						—
						17

In the junior division the answers to the question are, as will be seen, extremely creditable. The numbers and letters are as follows:—

A	.	.	.	.	.	13
B	.	.	.	.	.	14
C	.	.	.	.	.	2

I ought to have stated that I selected such a question for the junior class as I thought would test their elementary knowledge of music; and for the senior, two which would put their acquaintance with its history to the proof; and it seems to me that if the answers may be assumed as evidence of their general proficiency, there is every reason to be satisfied.

I am, my dear Sir,

Your obliged and faithful Servant,

*The Rev. John Allen.*

W. DYCE.

With regard to the subjects of secular instruction, it has been

already noticed that Language is that on which the greatest stress has been laid, and for the rest, the pupils appeared to me to be better versed in History than in Geography, while in the study of the Mathematics, the pupils can scarcely be said as yet to have attained that fast hold of the theory which would enable them to apply with ease its principles in their subsequent teaching. More will hereafter be probably effected in this direction; but at the time of my examination (which took place, however, at the end of the second year from the opening of the college, the plan of instruction having been laid down for a three years' course,) it would seem from the papers, that only a few of the students of the most advanced class were able to solve a quadratic equation.\* Most of the pupils learn Euclid, but the acquirements of those who had not mastered more than the first three propositions have not been specifically registered in the foregoing tables.

Different estimates of the value of the several parts of Mr. Coleridge's plan will undoubtedly be formed by different minds; but what I am concerned to testify is, that according to my judgment he has nobly carried into execution his original theory. His pupils will leave the college educated men; their papers show, as the specimens printed in the Appendix will testify, a remarkable power of apprehension, habits of reflection, skill in discrimination and judgment. It is not that a certain amount of knowledge has been stored up, or that a mass of opinions lies ready for production, the subjects appear to have been considered by each, and are viewed from different points, and in varied lights. It has been already hinted, that there appears to be a deficiency in mathematical skill; but the *vis à voce* examination in public with which my inspection commenced did not lead me to anticipate great attainments in that respect; and in all ways the promise of excellence held out by what was then witnessed, (the precision and fulness of the answers given to the questions in history, language, grammar, and especially in scriptural knowledge, and in the doctrines and articles of our Church,) proved in my subsequent examination, to be amply fulfilled.

No one, moreover, can, as I think, observe the appearance and demeanour of the pupils without perceiving some indications of that refinement, that gentleness of spirit, and that propriety of feeling and behaviour which it is one main object of the college to impart. A fastidious person, might, perhaps, be disposed to wish that somewhat more of the elasticity of spirit of the exu-

\* It should also be noticed that many of the pupils bring with them, at their admission, a very small knowledge of arithmetic, and that, in Mr. Coleridge's opinion, the acquirements of scientific knowledge (although most useful in themselves, and indispensably requisite to complete the qualifications of a teacher in our national schools) ought, as far as practicable, to follow rather than precede the exercises of the mind in the uses of language, more particularly as applied to the investigation of religious truth.

berant gaiety natural to that age were occasionally noticeable;\* but the effect of the institution as a whole is not to be mistaken, and must in my judgment be witnessed with pleasure.

The pupils have made considerable progress in drawing, the original plan from which the sketch of the arrangements of the dormitories has been lithographed may be taken as a specimen of their skill.

Of the excellence of the musical service in the chapel, conducted as it is without an organ, I have before spoken; it is, as I believe, to the knowledge, feeling, and indefatigable pains of the Vice-Principal (who, however, most gratefully bears testimony to the support he has derived from the technical skill communicated to his pupils under the judicious superintendence of Mr. May) that this excellence is mainly due. But the perfection which it has attained has required a considerable outlay of time, which, now that the service (if I may use the expression) has got under weigh, will for the future be devoted to attainments more easily exhibited in such a Report as this.

Of the cost of the institution I have made no inquiry of the National Society, but it should be observed that the expense of training each pupil would be lessened by an enlargement of the institution; a plan has been made for adding accommodation for 70 pupils; and as the training of 50 pupils cannot be of that private and domestic character which marked the first opening of the institution, when the number of pupils was under 20, there seems to be the less objection to the increase of the number at present under tuition to 120.

In drawing this Report to a close, several questions of considerable interest present themselves for examination. One, the discussion of which (even if I were in any way fitted for the task) would lead me too wide, namely, how far this seminary is in conformity with the old institutions of the country, our collegiate establishments of other days, and the principles from which our universities have risen, must be entirely passed by. Not that such an inquiry would be merely of a speculative nature; there is the more hope of this institution being effective in moulding the English character, as well as of its stability and permanence, if it be in harmony with what is already in being, in some sort growing out of, or at least grounded upon, the more ancient establishments of the land.

\* On showing these lines to Mr. Coleridge, he expressed his dissent from my remark, reminding me that my observations were principally confined to a few of the more thoughtful and studious of the lads, and were made at a time when they were under the pressure of examination, and that they would not have occurred to me had I seen the lads on a Tuesday afternoon (the half holiday), still less at a tea drinking on the lawn; and that, in fact, whatever tendency to such a result was observed in his first arrangements, had been studiously and successfully corrected; he added, that he was sure it would be unsafe to go any further in that direction.

An inquiry of more immediate practical interest is, will these pupils, having received their education, remain contented in the calling whereunto they are destined? or, will they not be under inducements to look at the matter merely in a commercial point of view, and seek opportunities of carrying their acquirements to what may promise to be a more gainful market? To such a question it might be replied, (1) That the species of knowledge communicated in St. Mark's College is not of the most marketable kind. And (2), It is not fair to an institution designed for education, in a strict sense, rather than for the mere communication of knowledge, to suppose that its moral training will entirely fall short of its ends. It is granted that such of the pupils as shall have fully availed themselves of the advantages of the institution, must not, in following the work of a schoolmaster, expect to be appreciated (humanly speaking) at their due value. There must be a degree of self-denial leading them to devote themselves in a missionary spirit to the work before them; indeed without some abnegation of self, no real good, so far as man is concerned, ever flows from his endeavours; but I hope and believe that the majority of those educated here will feel that they are not at liberty, morally speaking, to give themselves to other callings than that of the teacher; to expect the contrary would be, as it seems to me, a kind of treason to the cause, in which every one ought to be engaged; a want of faith in the ultimate success of what is right and true. If we are to act as if men were never to be influenced by motives disconnected with what may seem to be their immediate selfish interests, we may as well give up at once the struggle against the evil that is in the world, and resign ourselves hopelessly to our fate.

Every one, I conceive, who sets himself strenuously against this notion, and who determines that he will in all his teaching appeal to those principles which he would wish permanently to govern the minds and conduct of his pupils, as believing that those principles can be realized, is the true friend of the schoolmaster, one who is helping to give him an elevation which no addition to his pecuniary income, or elevation of his accidental position in society could impart; such a friend, moreover, is at the same time endeavouring that the schoolmaster should ultimately obtain whatever is really desirable in both these respects. For when the parochial teacher is felt to possess the character and powers which the well ordered training school seeks to cultivate in him, it is impossible that he should be regarded by his wealthier neighbours as an inferior, or that a salary equal to that bestowed by these on their menial domestics should be grudged to him.

When an inquiry is made as to the means by which the position of the schoolmaster may be raised, the idea which has been enter-

tained by several persons of consideration in the present day, how far there might exist in the Church a permanent diaconate, a body of men not licensed to preach, yet of the clergy; capable of ministering in sacred things, as far as reading prayers, and assisting at the Holy Communion is concerned, yet not dependent upon the exercise of those ministrations for a livelihood, and who, by their lowlier station might be suited more completely to pervade and leaven the whole mass of society, will naturally suggest itself for notice. Perhaps the existence of such a body would offer facilities for the completion of the idea of the best schoolmasters for the poor; and if the effecting such a modification of the system of our Church should seem desirable to its rulers, I suppose that Mr. Coleridge would not object, in cases of remarkable merit, if some of the teachers trained under his influences were found worthy by the bishops of our Church, of being raised into a grade, which, while it did not draw them off from the special duties of their calling, as requiring no preparation during the week for the ministrations on Sunday, would yet enable schoolmasters to realize more completely their position, as having to do with that which shall never die, in those entrusted to their charge.

It may also be asked, Assuming that the pupils trained at St. Mark's College do devote themselves to the work of teaching the poor, how will teachers, requiring the remuneration for their labour, that such will receive, prove a benefit in our rural parishes, where it is at present a difficulty to raise from 40*l.* to 60*l.* per annum, as the payment of a national schoolmaster? I have already said that the salaries given for such work should not remain at the minimum amount of what may be earned by the humblest mechanic; but under the most disheartening view of the case, the best answer to the inquiry which I have propounded will be found in the fact, that of the three young men who have as yet been sent out from the college, two are working in rural parishes, the one as master, with a salary of 50*l.* a-year, the other, as assistant, with 12*l.* a-year, and his board and lodging, being at the most altogether equivalent to 40*l.* a-year. If eventually these youths should obtain situations of higher emolument, the rural parishes will still have had a share of the benefit to be derived from St. Mark's College, from which institution other pupils may be procured on like terms. If, as it is to be anticipated, the same situations should become, through the improvement of the school, more remunerative, the rural parishes will have a double benefit. They will first have had the services of an efficient youth at a low salary, and they will further be put in the way of supporting a man of experience and ability, at a higher salary, who, in addition to his services as a teacher, will be a valuable resident in the village or district.

It is to be expected, further, that the influence of a superior

education given to one class of teachers will descend to those below them; a higher standard of qualifications will be introduced, greater respectability will attach to the office, and the presence of one superior school in a district will be felt all around. It is self-evident, that of the 12,000 parishes in England, only a very few can be directly benefited by a training school, capable of annually sending out from 15 to 20 masters. If the most populous and important localities be supplied with teachers that are really serviceable, the advantage will be felt by the country at large, in other ways besides the presence in different neighbourhoods of a model school, where the operation of the best modes of teaching may be witnessed, and where there will be constantly present an educated and experienced teacher, qualified and under obligations to give counsel and information to his less favoured brethren.

My Lords, I have the honour to be,

Your Lordships' obedient humble servant,

JOHN ALLEN.

*The Right Honourable the Lords of the Committee  
of Council on Education.*

## APPENDIX.

SENIOR DIVISION.

*Holy Scripture.*

June 7, 1843.

- Q. 1. "Give the substance of the blessing and of the precepts given to Noah after he left the Ark." As answered by No. 2.

The first act of Noah after leaving the ark was one of piety. He built an altar, and offered a sacrifice to God, in gratitude for his deliverance. This offering was acceptable; "the Lord smelled a sweet savour," and said, "that he would not again curse the ground, for man's sake; neither would he again drown the world; but that the seasons should again resume their regular course, and the earth perform its regular functions." He then gave them several precepts for the regulation of their conduct, viz., to avoid murder, threatening a just retribution on all who shed blood; "by man shall his blood be shed;" and ordering them to avoid partaking of the blood of animals.

- Q. 2. "How long was the sojourning of the children of Israel to continue? What is the date of its commencement?" As answered by No. 1.

Four hundred and thirty years. It commenced with the call of Abraham, B.C. 1921, (Exod. xiv.), or 400 years, if its commencement be dated from the birth of Isaac. (Gen. xiii.)

- Q. 3. "Give some account of the life of Gideon." As answered by No. 1.

Gideon, the son of Joash, and the fifth judge that was raised up of God, to deliver his chosen people from their oppressors. His first public act was the destroying of the idol of Baal, and by showing the people the impotence of their idol, he saved his own life, and persuaded them to trust in the Lord Jehovah. He next led a band of 300 men against the countless hosts of Midian, who then mightily oppressed Israel. Having provided each of the men with a pitcher and a lamp, he led them down to the Midianitish camp by night, and placed them round it, and ordered them, upon a signal given, to break their pitchers. This noise so terrified the Midianites, that they immediately fell upon one another and fled. Gideon pursued them, and took their princes Zeba and Zalmunna, whom he slew, and utterly destroyed their army. On his return home, he made an idol with the spoil which he had taken, and hired a priest; this afterwards became a snare to Israel, and caused them to sin.

- "Give some account of the life of Elisha." As answered by No. 2.

Elisha was the son of Shaphat, and successor of Elijah. He performed a great number of miracles, the principal of which were, his

smiting the Jordan with Elijah's mantle; his curing the unwholesome waters near Jericho; his bringing water to supply three armies; his raising the Shunamite's son to life; his making the iron head of an axe to swim when lost in the water; the recovery of Naaman, the Syrian, from his leprosy; and his smiting Gehazi, his servant, with the same disease. We may also notice his power of revealing the movements of the King of Syria to the King of Israel, and the dead body which was raised to life when let down into his tomb.

The same. As answered by No. 10.

Elisha, son of Shaphat, called to the prophetic office by Elijah, shortly before his translation. Flourished in the reign of Ahaziah, king of Judah, and was raised up to anoint Jehu, son of Nimshi, king over Israel, that he might cut off the house of Ahab, and destroy the worship of Baal. At Elijah's translation, he prayed to have a double portion of his spirit, which request was granted him. He then crossed the Jordan dryshod, having smote the waters with his mantle, saying, "Where is the Lord God of Elisha?" Among his miracles may be mentioned his healing the deadly pottage; his causing the iron to swim; his cursing the children who mocked him, whereupon two she-bears tare forty-two of them; his healing the leprosy of Naaman, the Syrian, and inflicting it on his lying servant, Gehazi, and his posterity; his restoring the Shunamite's child to life, &c., &c.

"Give some account of the life of Josiah." As answered by No. 5.

Josiah was the good King of Judah, who, according to the words of the prophet, overthrew the altar which Jeroboam had erected, and burnt the bones of the priests upon it. He ascended the throne on the death of his father Amon, being only eight years old, and having discovered a copy of the law in the temple, and caused it to be read, he was so impressed by the awful denunciations against sin, which it contained, that he instituted a most solemn passover, and season of humiliation for their sins, and made a thorough reformation throughout the kingdom. But on the death of his guardian, Jehoida, the high priest, he fell away from the paths of righteousness; and going to battle against Pharaoh Necho, King of Egypt, was slain at Megiddo, and buried at Jerusalem.

The same. As answered by No. 8.

Josiah, the successor of Amon, on the throne of Judah; he restored the worship of the only true God, in his dominions; and not only there, but also in Israel. He went to Bethel, where he burnt the bones of the priests that had sacrificed to the molten image, as had been foretold by the prophet, from Judah to Jeroboam. In purifying the temple, the priests found the book of the law, which he had read before him. He was slain by Pharaoh Necho, at Megiddo, after a long reign. By his good conduct he averted the calamities impending over the children of Israel, for their wickedness during his reign.

Q. 4. "How do you interpret from history Daniel's vision of the Four Beasts (Daniel vii.) As answered by No. 18.

These four beasts correspond to the four empires, the Assyrian, Babylonian, Grecian, and Roman respectively; the ten horns are ten kings that arose to govern the different kingdoms into which the



Roman empire was divided at his fall; the one horn that arose from the ten is (so I have read) the Pope of Rome, who deprived three of these ten kings of their power: the fulfilment of what is said of this horn in Daniel's prophecy, relative to his usurpation over and enmity against the saints of God, may be seen in the dreadful persecutions, and other actions of the Church of Rome; and, soasmuch, as it is said this power will continue to increase, and will usurp the place of the King of Kings, at which time it will finally be destroyed; it is thought by some that, in course of time, popery will usurp every other description of worship, and not tolerate them.

The same. As answered by No. 2.

The four beasts represent respectively the four great empires, viz., the Assyrian, the Persian, the Grecian, and the Roman, which succeeded each other, the last of which swallowed up all the countries comprised in the preceding ones. The characters given to the beasts represent the habits of the people whom they respectively denote. At the breaking up of the Roman empire by the barbarous tribes of the north, several distinct kingdoms were formed which may designate the ten horns. The little horn, has, I believe, been applied to denote the Pope of Rome.

Q. 5. "Can you specify any discrepancies that have been supposed to exist between different portions of the Bible? What have you to reply to objections of this class?" As answered by No. 2.

There has been a difficulty raised concerning the 15th chapter of Genesis, 13th verse, and Exodus xii. 39, but if we reckon the 400 years from the birth of Isaac, and the 430 years from the time of Abraham's call, the difficulty disappears. A cavil has also risen about the city of Dan, being called by that name in the 14th chapter of Genesis, because it did not receive that appellation till the tribe of Dan conquered it many hundred years after; but this may be answered, by supposing that the name is used by prolepsis. It has also been objected that the account of the creation, as written in the 1st and 2nd chapters of Genesis, were penned by two different authors, because one chapter speaks of God, and the other of the Lord God, and the accounts are different; but I conceive, that in one chapter Moses had the design of giving an account of each day's creation, but that in the second chapter, he meant to give a more minute account of the creation of man, and the means used for their happiness, &c.; as to the name of the Almighty, that it is only a variety of expression. It has, I believe, been urged against some of the Messianic prophecies, that they were fulfilled in other persons, and not in Christ. This might be a serious objection, and difficult to be encountered, if we had not these prophecies in many instances referred to in the New Testament, and applied to our Lord. Thus Isaiah vii. 14, and many prophecies in the Psalms, are quoted in the New Testament. It has also been objected, that the past and present tenses are used in many prophecies, and that they could not be applied to Christ. It has, I believe, been asserted even in the face of the quotation in the New Testament, that the 53rd chapter of Isaiah could not be referred to Christ, but that it was a narrative of the sufferings of some personal friend of Isaiah's! But an attentive and truthful reader of the prophets may perceive that the tenses are used very often indiscriminately. With respect to the genealogy of Christ, as recorded by the two evangelists,

Matthew and Luke, this may be obviated, by recollecting that Matthew gives an account of his genealogy by the father's side, and Luke by the mother's side.

Q. 6. "Mention any instances that occur to you of prophecies extant in the Bible, now in course of fulfilment." As answered by No. 1.

"The knowledge of the Lord shall cover the earth, as the waters cover the sea." "The kingdoms of this world shall become kingdoms of our God." Isaiah, speaking of Christ, says the "Gentiles shall come to thy light, and kings to the brightness of thy rising." "In thy seed (that is Christ) shall all the nations of the earth be blessed."

The same. As answered by No. 5.

The numerous predictions concerning the dispersion of the children of Israel, who are now, according to prophecy, scattered over the face of the earth. They are become a by-word, hissing and reproach among all nations. The most minute details of Moses' prophecies, and the declarations of Isaiah concerning their dispersion have been, or are now being, accurately accomplished.

The denunciations of Isaiah, Jeremiah, and Ezekiel, concerning the land of Edom, Babylon, and the adjacent countries, are now literally fulfilled. The reports of travellers attest the truth of prophecy; Babylon has become a desolation, the residence of the lion, the jackal, and the biter. Nineveh is laid waste; Edom is destroyed, and in ruins; and, indeed, all these lands fearfully exhibit the vengeance of the Almighty, denounced against them for their crimes.

#### SENIOR DIVISION.

##### *Doctrine.*

June 7, 1843.

Q. 1. "Cite passages from the Liturgy in which the truth, that all that is good comes only from God, is recognized." As answered by No. 2.

"We thine unworthy servants, do give thee most humble and hearty thanks for all thy goodness and loving-kindness to us and to all men. We bless thee for our creation, preservation, and all the blessings of this life, but above all, for thine inestimable love, &c."—"O Lord, from whom all good things do come,"—"Lord of all power and might, who art the Author and Giver of all good things,"—"O God, from whom all holy desires, all good counsels, and all just works do proceed,"—"O Lord, the Giver of all good gifts, without whom, &c."—"That all things may be so ordered and settled by thy good Spirit."

Q. 2. "What reasons have we for believing that God's providence orders all matters, whether they seem to us small or great, for the welfare of his people." As answered by No. 5.

The express declarations of Scripture. "The eyes of the Lord are over the righteous, and his ears are open unto his prayers."—"The Lord ordereth a good man's going."—"Commit thy ways unto the Lord, and he shall direct thy paths."—"Casting all your care upon him

for he careth for you."—"If ye, being evil, know how to give good gifts unto your children, how much more shall your heavenly Father give his Holy Spirit to them that ask him." Many other passages might be cited, showing the divine providence of God.

This is fully proved by the experience of God's past and present dealings with his people. If we trace the history of his church, both Jewish and Christian, we shall be furnished with abundant proofs of the anxious care with which his protecting arm has ever been stretched out over his people. The darkest dispensation, the most cruel persecutions have issued only from love to his people, whom he has brought out from the fiery trial, tried "even as silver is tried."

Thus the apostle says, "If ye endure chastening, God deals with you as with sons; for whom the Lord loveth he chasteneth, and scourgeth every son whom he receiveth."

The Lord permitted the bitter sufferings and losses of his servant Job, but having humbled him by affliction, and proved his faith, he blessed him and made his substance twice as much as it had been before.

Daniel persevering in his daily offering of praise and prayers, was cast into the lion's den; but God graciously delivered him from it, and by his instrumentality, caused the worship of Jehovah to be publicly enjoined.

Q. 4. "Give Scriptural grounds for the statement of the Church that Christ suffered to reconcile his Father to us." As answered by No. 3.

The doctrine of Christ's perfect reconciliation and atonement is set forth by St. Paul in his Epistle to the Hebrews, as contrasted with the Levitical sacrifices, and more especially with the High Priest's entrance year by year into the Holy of Holies with the blood of others. He proceeds to show, how, under that dispensation, it was necessary that the ceremony should be repeated year by year, not that even then the blood of bulls and goats could take away sin; while "our great High Priest," having by offering himself once for all, "abolished sin," and slain the enmity that was between us and his Father; having "once offered himself to bear the sin of many;" and "having taken away the hand writing of ordinances that was against us," for ever sat down at the right hand of God, where, "he sitteth to make intercession for us."

Q. 5. "Give an outline of the contents of the Epistle to the Romans. Which of St. Paul's other Epistles is most like it as far as regards the subject? also which of the Epistles would you class with that to the Ephesians as treating of similar topics?" As answered by No. 3.

St. Paul in this epistle, writing in his character of an apostle of the Gentiles, makes justification by faith without the works of the Jewish law, the principal theme of his discourse. He shows first, that the blessings of the gospel dispensation are open to both Jews and Gentiles; and, secondly, that the Gentiles are justified without observing the law of Moses; and also that there is no condemnation for those who are in Christ Jesus, who walk not after the flesh, but after the spirit. Far, however, from allowing those whom he addresses, to think that they might continue in sin because they were not under the law but under grace, he makes this an argument for their abstaining from sin, showing that, though free from the Mosaical law they were not without

the law of conscience before God. In the 8th chapter of this epistle, the apostle treats fully on the subject of predestination; and, after resuming his main subject, concludes with practical exhortations. Together with this epistle, as most resembling it, in the nature of its subject, we may class that to the Galatians which partakes of the nature of the Epistles to the Romans and Corinthians; while with the Epistle to the Ephesians as treating of similar topics, we may class that to the Colossians, both setting forth the unspeakable goodness of God through Christ, and showing the necessity of a progress to perfection in good works.

Q. 6. "Show from Scripture the personality of the Holy Ghost." As answered by No. 4.

"The grace of our Lord Jesus Christ, and the love of God, and the communion of the Holy Ghost be with you all." Amen. 2 Cor. xiii. 14. The word communion could not be applied to anything which is not capable of participating, and likewise of feeling, and whatsoever possesses these qualities is a person. "For there are three that bear record in heaven, the Father, the Word and the Holy Ghost, and these three are one," 1 John iii. 5.—"When the Comforter is come whom I will send unto you from the Father, even the Spirit of Truth, which proceedeth from the Father, he shall testify of me. Go ye and teach all nations," &c., Matt. xxviii. 19.—"The Spirit also helpeth our infirmities."—"For by one Spirit are ye all baptized into one body."—"Grieve not the Spirit."

Q. 7. Give grounds from Scripture for the teaching of the Catechism that Christians are members of Christ." As answered by No. 3.

St. Paul throughout his writings, sets forth the visible church as the body of which Christ is the head, and each individual Christian as a member in particular. Hence he deduces many important considerations; and more especially the love and unity that ought to exist amongst Christians, as belonging to that spiritual building of which Jesus Christ is the chief corner-stone; taking as an example the sympathy of all the members in the natural body for each other, so that, "whether one member suffer all the members suffer with it, or one member rejoice, all the members rejoice with it. St. Paul also, in the same strain of metaphor, speaks of Christians as built up in all things unto Christ, who is head of all to the Church, and in whom the whole body, fitly framed together and compacted by that which every joint supplieth, maketh increase of itself in love.

The same. As answered by No. 7.

"For by one spirit ye are all baptized into one body," (that is Christ's body, of which we must consequently be members). St. Paul says, "Know ye not that ye are the members of Christ; shall I then take the members of Christ and give them unto an harlot." And also in another place, "The Church, which is his body." If then, as it is stated in this latter quotation, the Church of God be the body of Christ, and we members of that Church, we must of necessity be members of Christ's body, that is to say, in the words of the catechism, "members of Christ."

## SENIOR DIVISION.

## Church History.

June 12, 1843.

Q. 1. "Arrange chronologically the following names, mentioning briefly some facts in the history or the character of the writings of the persons referred to,—Ambrose, Anselm, Aquinas, Athanasius, Augustine, Bede, Bernard, Chrysostom, Clement of Rome, Eusebius (historian), Gregory I., Gregory VII., Ignatius, Jerome Lanfranc, Origen, Polycarp, Tertullian." As answered by No. 10.

*Clemens Romanus* flourished A.D. 65, author of an epistle to the Corinthians.

*Ignatius*, (A.D. 102) Bishop of Antioch, successor to Euodias in that episcopate, suffered martyrdom A.D. 120 circa? (being thrown to the lion in the amphitheatre).

*Polycarp*, (A.D. 108) Bishop of Smyrna. In the persecution under Trajan, when 86 years of age, he was required by the Pro-consul of Syria to abjure his profession of Christianity, and sacrifice to the heathen deities. His magna animi reply is well known. The populace were so exasperated at his refusal, that they demanded his instant death, and gave him the crown of martyrdom. (A Latin Father.)

*Tertullian*, (192.) A famous presbyter of Carthage, who, after having written a defence of the Christians, and done the Church many important services, fell into the heresy of Montanus, who styled himself the paraclete, and at least, pretended to have the gift of prophecy, and died out of the communion of the Church.

*Origen* (A.D. 230) flourished. Author of a number of commentaries on the Scriptures, and in particular, a Greek version of the Old Testament, which cost him the labour of 28 years, called Tetrapla Hexapla, or Ennables, being, according to some, of four, others, six, and some, even nine versions, compared; the chief value hereof rests on its showing the way which Hebrew was pronounced in the beginning of the third century; Origen having shown the Hebrew pronunciation by Greek characters.

*Athanasius*, flourished A.D. 325, in the time of the Arian controversy, and his zeal in opposing the heterodox party gave him a great number of enemies. We may notice Eusebius, of Nicomedia, and Eudoxia, the empress, with many false bishops. He was often in peril of his life. He is remarkable as having been the strenuous upholder of the doctrines in the Athanasian Creed, concerning the Trinity, which hence takes its name, (not as some suppose from his being the author).

*Jerome*, (a distinguished Latin Father,) to him we are indebted for the vulgate translation of the Bible.

*Augustine*, Bishop of Hippo, in Africa. The opponent of Pelagius, the British heretic, who maintained that man was not naturally evil.

*Ambrose*, Bishop of Milan, in the time of Theodosius, the Emperor.

*Chrysostom*, (or the golden-mouthed, as his name signifies). A man of the most persuasive eloquence and devoted piety. One of the prayers in our Liturgy is ascribed to him (immediately preceding the Benediction).

*Bede* (the Venerable) flourished in the reign of King Alfred, A.D. 872.

*Lanfranc* flourished in the reign of William the Conqueror, A.D. 1066, Archbishop of Canterbury, a man of upright character. To him succeeded Anselm, in the reign of William Rufus, a most zealous supporter of the papal jurisdiction in this realm. The course which he pursued, with evident danger to himself, shows him to have been a conscientious prelate. The famous Becket had so high an opinion of his conduct, that 100 years after his death he obtained leave to have him canonized.

*Bernard*, founder of Order of Monks, (or Bernard Gilpin).

*Gregory I.* (A.D. 590), or the Great, has the honour of effectually establishing Christianity in this island; (twice before it had been converted;) though the Saxons had now nearly destroyed every vestige of it, or, perhaps, rather the cruel freebooters they came to expel, Danes, Picts, and Scots. The circumstances which, under Providence, led to his charitable mission are well known. Had he not been elevated to the popedom he would have undertaken the mission himself. He sent Augustine (not to be confounded with the Augustine of Hippo, above noticed) and a number of missionaries to our island, their success was complete; and although Austin, or Augustine, asserted the authority of the Church of Rome, in observances, &c.; that Church had not then become either greatly corrupted in doctrine, or arrogant in asserting her authority as hereafter.

*Hildebrand*, or *Gregory VII.*, (after). Remarkable for having raised the papal power to its highest pitch of eminence. He is said to have entertained the design of making a grand hierarchy of all Europe; and, indeed, in more than one instance, he deposed kings from their thrones, and absolved their subjects from their allegiance.

*Aquinas* (Thomas) belongs to a class of writers in the 11th and 12th centuries, called Schoolmen.

Q. 2. "Give some account of the rise and progress of the Monastic system?" As answered by No. 1.

The Monastic system originated in Egypt in the 4th century, and was founded by Anthony, a man remarkable for his piety, and the strictness of his discipline. In the early part of its existence a great deal of good resulted from it, but in after times it became, like most others, corrupted. In Syria, the monastic life was embraced by Simon Stylites, so called from his residence on the top of a pillar in order to be nearer heaven. He was visited by men of all ranks and stations. St. Benedict founded a monastery on Mount Casino, in Italy, A.D. 529. Another was founded by Augustin, of which order was Luther.

The same. As answered by No. 2.

Amongst the Jews, both before and in the time of our Saviour, there was a sect called Essenes, who were devoted to the law of Moses; they practised many privations, and lived apart from their countrymen. In Egypt, a little later, a sect, called Therapeutæ, very nearly resembled them, living apart, and denying themselves. When Christianity was preached in that country, some of these were converted; and it is probable that they still preferred to live in the same place, and in the same manner. The rise of Montanism, which advocated austerities, tended also towards that end. Their argument was, that as the flesh lusteth contrary to the spirit, and was continually warring against them; they were

bound by every means possible to oppress and keep under the body, and exalt the spirit. Many of these men carried their austerities to a great length, as Simon Stylites, who passed many years on a pillar in Egypt. These men obtained a great name for sanctity; those, also, who were disgusted with the world, chose to retire, so that in time they began to form separate communities. These communities were encouraged by the Popes, and received many favours from them. They became the great upholders of the Papal authority, because, being unconnected by domestic ties, they were always a kind of militia, and could be employed by the Pope in any country to promote his designs. They were the great opposers of the secular clergy. These religious establishments became in time so wealthy that, instead of practising the austerities enjoined by their founders, they indulged in all kinds of luxury and licentiousness. At the time of the Reformation in England, Henry VIII. abolished most of these establishments.

Q. 3. "To which age of the Church would you trace the rise of those errors of the Church of Rome, which seem to have been in the mind of the framers of our Articles?" As answered by No. 5.

To the ninth and three following centuries; as during those ages the doctrines mainly refuted in the Articles were either first broached, or made articles of Faith. The doctrine of Transubstantiation, for instance, was first preached by Paschasius Radbertus, in the ninth century. Prayers for the dead (possibly introduced by Origen), Invocation of Saints, Adoration of Relics, the Administration of the Communion in one kind, and many other abuses were either introduced then or became more prevalent than they were before.

Q. 4. "Give some account of the rise and progress of the Reformation in England." As answered by No. 2.

Wickliffe, the first Englishman who openly preached against the errors of the Church of Rome, lived about the beginning of the 14th century, during the reigns of Edward III. and Richard II. His translation of the Scriptures materially assisted the after-work of the Reformation, but the minds of the people were not prepared for a total reformation, and it was not until the reign of Henry VIII. that that important work was begun. That monarch, wishing to obtain a divorce from his wife Catherine of Arragon, applied to Rome for that purpose; but the Pope, being under the influence of Charles V., Catherine's relative, endeavoured to evade the question, by long protraction, till at length Henry, weary by his arts and chicanery, adopted the plan suggested by Cranmer, at that time a graduate of Oxford, of consulting the principal universities of Europe. Accordingly, the universities of Oxford, Cambridge, Paris, Orleans, Toulouse, Bologna, &c., returned answer, that the king's marriage was null and void. In consequence of which the king married Anne Boleyn. Another circumstance which widened the breach thus begun, and prepared the minds of the people for a reformation, was the suppression of the monasteries, in which so many deceptions were found to have been practised, that the people were less displeased at their dissolution than they probably otherwise would have been. Although Henry thus opposed the supremacy of the Pope, yet he by no means encouraged the Reformers, but on the contrary, allowed

them to be burnt for denying the doctrine of transubstantiation. Thus, on the one hand, the Romanists suffered for denying the king's supremacy, and the Reformers for denying transubstantiation, and other errors. Of the former, the most famous were Fisher, Bishop of Rochester, and Sir Thomas More, Lord High Chancellor; of the latter, Anne Askew, Lambert, and others, may be mentioned as instances. Cranmer would probably have fallen a prey to their vengeance, had it not been for the friendship of the king, which he possessed in a very high degree. Henry died, A.D. 1546; his son Edward VI. succeeded to the throne; this prince had early imbibed those principles from his teachers, Dr. Cox and Cranmer, which so highly illumined his character in after life. The first steps taken by him was to appoint commissioners to frame a Liturgy in the English tongue. The Bible was allowed to be read in the vulgar tongue. The Communion was administered to the laity in both kinds, and the marriage of the clergy permitted; these with the publication of 42 articles, were the principal reforms effected in his reign. His sister Mary succeeded A.D. 1555, and during her short reign of four years, the Church was plunged in misery and ruin. Fifteen bishops were ejected from their sees, and either compelled to seek that safety abroad which was denied them at home, or else were thrown into prison, and manfully attested the truth of their opinions with their lives. Among the latter were Archbishop Craumer, Bishops Ridley, Latimer, and Hooper, together with a multitude of religious persons of both sexes. The supremacy of the Pope was restored, and all the other superstitions which had been abolished in the preceding reign. Bloody Mary, as she was justly called, died A.D. 1558, and was succeeded by her half-sister Elizabeth, under whom the Reformation was continued with great prudence, and so has continued till now; although James II. attempted to supplant it with the old religion: the attempt cost him his crown.

Q. 5. "Give an historical account of the chief objections raised by the Puritans, and the modes in which they have been met." As answered by No. 2.

At the time of Mary's persecution, many of the English divines fled to the continent, and there imbibed the austere opinions of Calvin, Luther, and the other continental reformers. As our English reformers, in doing away with the superstitions of popery, retained many rites and ceremonies that were not so, this offended those exiles who returned from the continent after the Marian persecution, who declaimed against the usages of the churches. It has been said that these men (called Puritans, for pretending to superior purity in religion) were urged on by the Papal Court, who took all means of disturbing the Church. They were persecuted by Whitgift and Laud, Archbishop of Canterbury; but in the time of Charles, they grew so bold, that they declaimed against episcopacy altogether, and succeeded for a time in throwing off both ecclesiastical and civil government, and destroying the heads of both. At the restoration they strongly declaimed against the Liturgy, and were the occasion of the two convocations at Hampton Court and the Savoy, where their objections appearing frivolous, very few alterations were made. They placed all efficacy in the preaching of the word, and denied that advantages accrued to the reader of it. The use of vestments and music in the Church was considered by them to be popish.



**Q. 6.** "Give some account of the rise of those errors, against which the Athanasian Creed is specially directed." As answered by No. 5.

The errors refuted in the Creed of St. Athanasius may be traced in some degree to the earliest age of the Church.

In the first century, the Gnostics, following the devices of human wisdom rather than the dictate of God's word, and the teaching of his Holy Spirit, rejected the true faith, concerning the nature of Christ, and taught a distinction between Jesus and Christ.

And here, as they could not agree with the Church, so they differed from each other; the Cerinthians teaching that the æon Christ was united to the man Jesus at his baptism, and left him at his crucifixion, and the Docetæ, that the æon Christ was not united to a real man, but to a mere phantom. The Sabellians, mistaking the unity of essence in the God-head for a unity of person, contended that there was only one person in the Divine Trinity, thus making the Father to have suffered on the cross. In the fourth century, we find Arius denying the divinity of our Saviour, alleging that he was not of the same substance with the Father. The form of his creed, we may remark, was negative, he would have allowed Christ to be of a similar nature, but denied that it was truly the same (as expressed in the Catholic term "homöusion.") This was the most formidable error that had yet troubled the Church, and to repel it, an œcumenical synod was summoned at Nicea, in Bythinia, A.D. 325, where, by 315 bishops, his doctrine was condemned as heretical. Arius and his followers obtained several partial triumphs over the orthodox faith, under the sanction of some of the emperors, and his principles have ever since troubled the Church. They were revived by Socinus in the 16th century, and are now presented to us under the form of Unitarianism.

The next great heresiarchs we have occasion to notice, were Macedonius, patriarch of Constantinople, who denied the divinity of the Holy Ghost, and was condemned in the council of Constantinople, A.D. 381; and Apollinarius, who denied that our Lord had a reasonable human soul. The troubles and temptations of the Church have ever been varied. At one time, oppressed by the cruel hand of persecution, she had almost been swallowed up; "The waters had well nigh overwhelmed her; the stream had gone over her soul;" and now relieved by the hand of her Lord from these afflictions, and reposing in tranquillity, her peace was disturbed by the presumptuous and anti-scriptural dogmas of some of her own sons. In the fifth century, Nestorius forcing the Catholic truth to suit his own purposes, declared that Christ had not only two natures, a divine and human, but also two persons, while, on the other hand, Eutyches fell into the opposite error, and while contending for the oneness of his person, also taught that he had but one nature. These heresies were condemned by the Church, the former, in the general council of Ephesus, A.D. 431, and the latter, in that held at Chalcedon, A.D. 451. Against these heresies was framed that admirable formulary of our faith, "The Creed of St. Athanasius," which contains so explicit a declaration of our Holy faith, as to baffle all the attempts made to explain away the truths it enforces.

**Q. 7.** "Give an outline of the history of the Book of Common Prayer." As answered by No. 3.

The present Book of Common Prayer took its origin from the two

formularies of doctrine issued in the reign of Henry VIII., entitled the "Doctrine of a Christian man," and the "Godly and Pious Institution of a Christian man." In the reign of Edward VI., some additions and alterations were made. The edition which was published in the reign of Henry VIII., contained the Creed, the Lord's Prayer, Ave Maria, and the Seven Sacraments, chiefly extracted from the Breviary and Missal. In Edward VIth's reign, the Seven Sacraments were reduced to two, and the Catechism was added; and also in the second Prayer-Book of this king's reign, the Absolution and Confession, together with the sentences at the commencement of the Morning and Evening Service were added, and the use of the wafer in the administration of the Eucharist was abolished. In the reign of Elizabeth, the Liturgy, which had been laid aside during Mary's reign, was again brought into use; some slight alterations were made, one of which was the omission of the phrase from the Bishop of Rome, and all his detestable enormities. The Liturgy then remained nearly as we now have it; the only events which occurred in any way affecting it being the Hampton Court and Savoy conferences, and the addition of the doctrine of the Sacraments to the Church Catechism.

The same. As answered by No. 3.

Before the Reformation, the Liturgy was composed principally of Latin prayers, such as the Missal, &c., these were collected together by Osmund, Bishop of Salisbury, and were generally received before that time. In the reign of Henry VIII., the Creed, Lord's Prayer, and Ten Commandments were translated into English by Cranmer, who, with Ridley, Latimer, and several others, were ordered by King Edward to draw up a form of morning and evening prayer, &c.; the forty-two Articles were put forth in English; two books were drawn up in this reign, called The First and Second of Edward VI. On Mary's accession, the Roman Liturgy was again used, and the new one repealed. In the reign of Queen Elizabeth, several commissioners were appointed to revise either of the books of Edward; they chose the second, and made a few alterations in it. The thirty-nine Articles were printed in Latin and English; afterwards the Catechism, which consisted only of the Creed, Ten Commandments, and Lord's Prayer, was completed by the addition of the account of the Sacraments, by Overall, Dean of St. Paul's.

#### SENIOR DIVISION.

#### *Geography.*

June 12, 1843.

Q. 2. "Mention the chief mineral productions of England, with their several localities." As answered by No. 5.

England probably contains more *coal*, and carries on a more extensive commerce in that mineral than any other country in Europe. It is found in what are technically termed coal-fields, of which there are several. The principal one to the north is the great Yorkshire Coal-field; from this they are continued in a southerly direction through Lincoln, Leicesters, Derby, and below Warwickshire. Coal-fields also extend through Cumberland, into Northumberland; also in Lancashire and Wales.

There are also numerous *lead-mines*, principally situated in Lancashire, the greatest number of which belong to Greenwich Hospital.

*Copper* and *tin* are found in great abundance, more particularly in the county of Cornwall. Tin seems to have been long regarded as the peculiar metal of our country, as we read of the Phœnicians trading to our island in order to obtain it to fix their famous "Tyrian dye."

*Stone* may be found of every variety. Several different kinds of stone receive their appellation from the places in which they are found; thus, Portland and Purbeck stone, from the islands of Portland and Purbeck, off the southern coast (I think Devonshire).

Q. 3. "Describe the chief physical features of the world, indicating the great mountain ridges and table lands, with the chief lines of drainage."

As answered by No. 5.

Almost all countries have, in addition to their varied locality, some physical features by which they may be distinguished one from the other.

These physical features consist either of mountains, (more particularly still, volcanoes,) rivers, lakes, animals, minerals, and vegetable productions.

Let us first consider the mountains. Commencing with the western side of Europe, we meet a mighty band, traversing the whole width of Europe and Asia, stretching from Fontarabia, on the Spanish coast, to the island of Formosa, on the shores of the Pacific. From this immense chain there are numerous ramifications and collateral ranges. Another great mountain range extends down the eastern coast of America, under the names of the Andes, the Cordilleras, the Rocky Mountains, &c.

Then, again, the chain of mountains comprehended under the name of the Mountains of the Moon, in Africa. Of particular mountains, many may be regarded as ramifications of one or other of these principal mountain bands. Thus, we might identify the Pyrenees of Spain, the Apennines, and Alps of Italy. The Altai and Himalayah Mountains of Hindostan, and the Caucasian branch. Volcanoes are features remarkably distinctive of the locality in which they may be found. The principal are Etna and Stromboli, in Sicily, Vesuvius, near Naples, and Hecla, in Iceland; also the Volcanic Island of Formosa.

Another very important feature is the elevation of any portion of the earth, forming what is termed a *table-land*. This is extremely important if we consider that the temperature of a country is greatly affected by this circumstance. Thus the table-land of Quito, though situated on the Equator, enjoys a mild temperature, because, on account of its elevation, the hot atmosphere of the tropics is cooled by the influence of the snow-capped Chimborazo. The principal table-land is that of Cape Colony, in the southern extremity of Africa.

Rivers likewise are very characteristic marks of a country, forming the channels of drainage, as the water formed on the mountains and elevated tracts of country flows into rivers, and they empty themselves into the ocean. Thus in England the waters collected on mountains empty themselves by the Tyne, the Humber (being a collection of several small streams), the Thames, the Mersey, the Severn, and several minor rivers, into the ocean surrounding us. And so of other countries.

In America the waters of the Andes and the other mountains are carried into the ocean by the Missouri, the Mississippi, Amazon, La Plata,

Orinoco, St. Lawrence, and some others crossing the continent and debouching principally on the eastern coast.

In Europe the country is drained by the Rhone, the Arno, Tiber, Po (Italy); Segura, Turia, Ebro (Spain); Indge, Varda, Carason (European Turkey); flowing into the Mediterranean Sea: the Don, Dnieper, and Dniester (Russia), flowing into the Black Sea: and several rivers, including those of England, the Seine of France, &c., flowing directly into the ocean.

Asia is drained by the Indus, the Ganges, and Burrampootra, in India; by the Euphrates and Tigris flowing into the Caspian; and the Hoangho, Yangsee, Yenesai, and Obe, in the Chinese empire and Tartary.

Africa is indebted to the Senegal, Nile, and some other rivers, for its drainage. To the periodical overflowings of the Nile, Egypt owes her high state of cultivation.

Q. 4. "Specify the chief places from which England procures her most necessary imports." As answered by No. 2.

Cotton, tobacco, sugar, from the United States and the West Indies; tea and rice, from China; coffee, from the West Indies and Arabia; timber, tallow, and hides, from Norway and Sweden; timber, from Russia and Germany; silk, from Persia; India rubber, Indian ink, and indigo, from India.

Q. 5. "Give any facts that may occur, marking the progress of geographical discovery." As answered by No. 3.

The Egyptians were the first people that made any important discoveries of this nature; they colonized Greece and the parts adjacent, and through the Nile they became acquainted with India. The Phœnicians, however, exceeded them in their voyages; they not only explored the coasts of the Mediterranean, but even passed the Pillars of Hercules and visited the Scilly Isles, from whence they obtained tin; hence those islands were called the Cassiterides, or Tin Isles. The conquests of Alexander the Great gave the next impulse to discovery, and after him Julius Cæsar. It is to this latter general that we are indebted for the only early account we possess of our own island and of Gaul. By degrees the greater part of the Western Hemisphere became developed, till in 1492 Columbus discovered the New World. New discoveries continue to be made, and those regions which the ancients supposed to be uninhabited have been proved to be far otherwise. The most important effect produced by discovery is a spread of the gospel of Christ. Already the barbarous savages of the Sandwich and other American Islands are being fast converted from their state of ignorance, and the natives of India are.

#### SENIOR DIVISION.

##### *History.*

June 13, 1843.

Q. 1. "Trace briefly the changes of government which Athens, Sparta, and Rome underwent previous to the commencement of modern history." Athens, as answered by No. 10.

Attica by kings from the time of its colonization by Cecrops (1556,

B.C.) to the death of Codrus, who in a desolating war, being informed by the Delphic oracle that nothing but the death of its king could save Athens, disguised himself and provoked one of the enemy to kill him;\* they on learning that the man in disguise was King of Athens, and the purpose of his disguise, were struck with terror, and retired out of Attica. The Athenians having lost their beloved king, resolved never again to be subject to kingly rule, under a conviction that a second Codrus would never be found. Perpetual archons were substituted, of which Alcmaeon was the first. This form of government was changed for decennial archons, Medon being the first; annual elections followed shortly, and nine were then chosen, three archons, six prytanes, and three thesmothæ. To these last three belong the duty of making any change in the laws which the ever varying policy of a democratical government might suggest.

The democratic form of government was for a brief space interrupted by the ambition of Pisistratus, a noble Athenian, who became supreme in Athens, by the popularity of his conduct, and bequeathed the same power to Hippias and Hipparchus, his sons. Of these one was assassinated by two Athenians,† and the other exiled, and Athens again became a democracy. Lysander, the Spartan, having subdued it, changed the government into an oligarchy, consisting of 30 tyrants; these, after a short and ignominious reign, were expelled by Thrasybulus, and Athens enjoyed her own form of government, until the time of Philip of Macedon and Alexander the Great, when it became virtually, if not nominally, subject. After Alexander's death, it fell to Cassander's share of the empire acquired by Alexander, and so continued under the Macedonian sway, until the whole of Greece was by the Romans reduced to the form of a Roman province. After the dismemberment of the Roman empire, it fell into the hands of the Turks; but has been within a few years erected into a free republic, under the protection of the British Crown.

Sparta and Rome, as answered by No. 7.

Sparta was from the first age of its history governed by kings. Its first king was Lacedemon, a Phœnician, who arrived in Greece about the time of the exodus of the Israelites, A.D. 1491, with his wife Sparta. From him the province, or rather the district in which Sparta lay, received its name of Lacedemon, and to him the Greeks resident in that region were indebted for various improvements, both in manners and useful arts. Sparta continued under a regal form of government, until the time of Lycurgus, a celebrated lawgiver, who appointed certain laws, which had for their author the celebrated Minos of Crete. Lycurgus, having instituted numerous and excellent laws, he bound the people of Sparta under an indissoluble oath, that they should observe every single injunction that he had laid down, until his return. He then set out on a journey, and left Sparta to return no more. So great was his desire for advancing his country, that he took the precaution of requesting that his bones might be thrown into the sea, fearing lest his remains should be carried back to his native country, and it liberated from the solemn oath which it had taken upon itself. Sparta however, in times subsequent, became a monarchy, subject to its own dynasty.

Rome was founded before the Christian era 753; and from that event, to the year 508 before Christ, it was governed by seven successive kings.

\* Jurgia Codrus.

† Harmodius and Aristogiton.

From the expulsion of Tarquinius Superbus, to the time of Julius Cæsar, A.D. 55, Rome was governed by consuls; after whom came emperors till the end of the 5th century. From that time to this, it has been subject to a succession of popes.

Q. 2. "Give some account of the lives of Themistocles, Constantine."

As answered by No. 1.

Themistocles, the great Athenian general, who delivered his country from the Persians. He is remarkable for having conquered his enemies as much by his prudence as by his valour. When the Athenians were blockaded by the Persians, the Athenians wished to return home and defend themselves with walls, but Themistocles, disapproving of this, sent to Xerxes, saying, "That if he attacked the Athenians immediately, he would conquer them, but if he let them return home, he would not be able to overcome them. Xerxes, deluded by this, immediately attacked them and was conquered. Themistocles was afterwards banished by his ungrateful countrymen, and he then went into Persia, where he found an asylum in the court of Artaxerxes. By some it is said that Themistocles poisoned himself, to prevent the necessity of his going to fight against his own country.

Constantine the Great was born at York, in Britain. He was the first Christian emperor. Constantine removed the seat of empire from Rome to Byzantium, which he called Constantinople, after his own name.

The same. As answered by No. 3.

Themistocles was a famous general of the Athenians, who by his wise policy defended his country against the Persians.

When the Persians had invaded Attica, and the Athenians consulting the Delphic oracle, as to the line of conduct they should pursue, had received for an answer that they should "confine themselves to their wooden walls," Themistocles persuading his countrymen that their ships were the wooden walls intended, induced them to trust to their navy, and in consequence of this the Persians were driven out of Greece.

Another important benefit he rendered to his country, was the rebuilding the walls of the Piræus. This he effected by a skilful stratagem, notwithstanding the opposition of the Lacedæmonians.

Having been banished by his ungrateful countrymen, he took refuge with Xerxes, King of Persia, and son of that Darius whom he had expelled from Greece. He died by poison, fearing he should be employed to fight against his country.

Constantine the Great was the first Roman emperor who established Christianity as the religion of the land. He encouraged the faith of Christ in every possible manner, erecting temples, sanctioning it by public edicts and his own excellent example. About A.D. 300.

Give some account of the life of Charlemagne. As answered by No. 2.

Charlemagne, deservedly so called, was the younger son of Pepin, King of France. He flourished in the ninth century. He subdued the Saxons and the greater part of Germany to his dominion. He revived the title of Emperor of the West, which had lain dormant since the capture of Rome by the barbarians. He also drove the Moors within the limits of Spain, and dispossessed them of the islands of the Mediterranean off the coast of Spain and France. This prince also applied himself vigorously to amending the condition of his subjects.

**Q. 3.** "Give the dates and other circumstances as far as you are acquainted with them, of the battles of Actium, Ægos-Potamos, Bannockburn, Blenheim, Cannæ, Chæronen, Granicus, Leuctra, Marathon, Naseby, Philippi, Tours." As answered by No. 8.

The battle of *Actium* was fought between Marc Antony and Cleopatra, with the forces of Egypt, and Augustus at the head of the Romans. The consequence of the battle was the establishment of Augustus in the Roman empire, and the death of Marc Antony. The battle was fought B.C. 31.

*Ægos-Potamos* fought between Epaminondas with the Thebans and the Spartans, about B.C. 340.

*Bannockburn*, a battle fought by Robert Bruce, against Edward II. King of England, and regained the liberties of Scotland.

*Blenheim*, a battle fought by the Duke of Marlborough, against the French, in the reign of Queen Anne, about A.D. 1716. From this battle the name was given to Blenheim House, which was bestowed as a reward upon Marlborough.

*Cannæ*, a town in Campania, near which a celebrated battle was fought between the Carthaginians, under Hannibal, and the Romans under Fabricius Manericius, A.D. 210, in the second Punic war. At this battle it is said that Hannibal sent three bushels of golden rings to Carthage, which he had taken from the Roman knights slain in the battle.

*Chæronea*, fought between Philip, King of Macedon, and the Athenians. In this battle Demosthenes, the Athenian orator, disgracefully left his shield and fled.

*Granicus*—between the Greeks, under Alexander, and the Persians under the Satrap of Asia Minor, about 300 B.C.

*Marathon*, fought by Miltiades and the Persians under Datis and Artaphernes.

*Naseby*, fought by the Parliamentarians and Royalists, in the reign of Charles I., in which the former gained the day.

*Philippi*, between Brutus and Cassius, and Augustus and Marc Antony. The night before this battle the ghost of Julius Cæsar is said to have appeared to Brutus. Fought about B.C. 38.

**Q. 4.** "Trace the history of Britain during the period that it was occupied by Roman legions." As answered by No. 11.

When Julius Cæsar invaded this island, great resistance was offered him by the inhabitants, who were in a high state of barbarism; he, however, conquered the southern part, and then left it. It then remained for nearly a century, when it was again attacked by the Romans, and the inhabitants of the southern part totally defeated. It was not, however, till the great general Agricola came into England, that the Romans obtained a thorough possession of the whole island. He penetrated into Caledonia, and subdued the northern parts of the island. The Britons now began to make progress in civilization, but at the same time losing their warlike and martial spirit. The emperor Severus built a wall for the protection of the northern parts between the friths of Forth and Clyde.

The Roman power now began to decline. They had enemies at home, so they were obliged to leave Britain. They were several times recalled to assist the Britons against the Picts and Scots; but finally, being

reduced to great extremities at home, they could no more afford that assistance which they formerly had done.

Q. 5. "Give some account of the crusades." As answered by No. 2.

The crusades took their rise about A.D. 1097. The Seljukian Turks had gradually extended their movements from the east, and from being the paid defenders of the Caliphate of Bagdat, became the masters. Thence they extended their conquests to Syria, Palestine, and Asia Minor. In Palestine, having got possession of the Holy Sepulchre, they cruelly treated those pilgrims who came to the Holy Sepulchre. The Greek emperor Michael Palæologus, being greatly alarmed, sent to the various European courts to beg assistance. Peter of Amiens, a hermit, began also to preach a holy war against the Turks. He was also encouraged by the then reigning pontiff, Urban VII. About this time also a spirit of military enthusiasm had been raised over Europe by the brilliant exploits of the Normans. Crowds therefore immediately came to Peter's standard, and soon he had a disorderly rabble of more than 200,000 men with him. Walter the Penniless followed him soon after, with a like disorderly rabble. These men, setting off unprepared with necessaries for so long, almost all perished, either by the sword of the Turks or by famine. A more disciplined force now set out under the command of Godfrey of Bouillon, who after many dangers succeeded in capturing Jerusalem. He was made king of that place by his victorious troops. Thus the crusaders obtained a permanent footing in Palestine. They had, however, great difficulty in maintaining it, for those who came to the Holy Land could not be persuaded to remain but for a time. To remedy this in some measure the two renowned orders of Templars and Hospitallers were instituted. After this their six other crusades, undertaken at different intervals, till about the beginning of the fourteenth century, which generally failed through the rashness or ill management of the leaders. In these wars, Richard I. and Edward I. of England acquired great renown.

Q. 6. "Mention, with dates, the names of the princes of the line of York and Lancaster, respectively. In whose reign was the chief struggle carried on? How did the contest finally terminate?" As answered by No. 2.

Upon the death of Edward III., in 1380 A.D., Richard II., the son of the Black Prince, ascended the throne. His reign was weak and troublesome. Henry of Lancaster, taking advantage of these disorders, succeeded in 1399 A.D., in getting possession of the throne, under the title of Henry IV.; after him his son Henry V. occupied the throne in 1412. This prince, dying in the flower of his age, left his son Henry VI., a weak prince, to fill the throne. All this time the House of York were excluded from the throne, which belonged to it by right, and not to the House of Lancaster. Now, however, Richard Duke of York, bestirred himself to obtain his rightful inheritance. He was opposed by Margaret of Anjou, the wife of Henry VI., a woman of a masculine spirit, and after many battles Richard was slain. His son Edward, however, still continued the contest, and, by the assistance of the Earl of Warwick, obtained the crown in 1460 A.D. Having offended the Earl of Warwick, that powerful nobleman now espoused the cause of the House of Lancaster, and Henry was once more placed on the throne. In the mean time,



Edward having collected his forces, was again in a condition for battle. The hostile armies met near St. Albans, and Warwick, the king maker, was killed. Edward again obtained the royal power, and held it till his death in 1483. He left as his successor Edward V., a child of tender years, under the guardianship of their perfidious uncle, Richard Duke of Gloucester, who soon found means to destroy him and Henry VI., and to place himself on the throne. But his reign was short. Henry Tudor, Duke of Richmond, grandson of Isabella, the widow of Henry V., by a Welsh gentleman, Owen Tudor, observing the disgust of Richard's subjects, determined to obtain possession of the throne. For this purpose he landed a few troops at Milford Haven, in Wales, and soon came to a decisive engagement as Bosworth, in Leicestershire, when the tyrant himself was slain. Henry ascended the throne, A.D. 1485, under the title of Henry VII., and to put away all cause of dissension, married Elizabeth, the daughter of Edward IV., and thus the rival houses were united.

Q. 7. "Give a history, with dates, of the struggles between the parties of Whig and Tory, to what several parties under other names would you trace the maintenance of similar principles in earlier periods of our history." As answered by No. 3.

These parties, which during the latter part of Queen Anne caused so much trouble to her Majesty by their oppositions, took their rise from the different sets of ministers which came into office; the Whigs upholding the power of the people, and being of more liberal principles in religion, while the Tories upheld the prerogatives of the church and state. Similar principles may be traced, though certainly modified by circumstances, to the Cavaliers and Roundheads, by which names the royal and parliamentary parties were distinguished in the sixteenth century.

#### JUNIOR DIVISION.

#### *Holy Scripture.*

June 7, 1843.

Q. 1. "Give some of the most remarkable instances that occur to you in the history of individuals, as recorded in Scripture, of sin being followed by temporal affliction." As answered by No. 12.

Cain, who slew his brother Abel, and was condemned to be a fugitive and a vagabond on the earth. Ham, who mocked his father, and was condemned to be a servant of servants unto his brethren. Pharaoh, who retained the children of Israel in bondage when God sent Moses to deliver them, and he was punished by ten plagues being sent on the land of Egypt. Moses, who grew angry with the children of Israel when they murmured against God because they had no water, and he smote the rock twice, contrary to the command of God, and was punished by not being allowed to go into the land of promise, or the holy land. Saul, who disobeyed God by sparing the Amalekites, and he was punished by his kingdom being taken from him. David, who committed sin by numbering the Israelites, and was troubled by three days' pestilence, which destroyed great numbers of the people. Solomon, who fell into ~~sin~~ <sup>sin</sup>, and was punished by the kingdom being divided into two,

of which his son had the smallest part. Uzziah, king of Israel, who, when he was told of his sin by a prophet whom the Lord had sent, he stretched out his hand to lay hold on him, and which was withered so that he could not draw it in again. Jonah, who, when he was sent by God to preach to Nineveh, fled across the sea, where a storm overtook him and he was cast into the sea, and a whale swallowed him up, and he remained in the whale's belly three days. Ananias and wife, who told a lie, and were struck dead on the spot.

The same. As answered by No. 25.

Adam is the first instance, his sin being disobedience, which was punished temporally by his being driven out of Paradise, and becoming liable to sickness and death, &c. Jacob, we also find, was temporally afflicted; for though God had ordained that he should have his father's blessing, yet he did not obtain it by equitable means; for which sin we find his life full of troubles, and toward the conclusion of it he himself says, "Few and evil have been the days of the years of my pilgrimage." Nebuchadnezzar, for his worshipping and causing his people to worship idols, was punished by being made like a beast of the field and eating grass, which punishment lasted seven years. And Belshazzar, his successor (both kings of Babylon), for his profaning the house of the Lord, was punished by having his kingdom taken from him by Cyrus, king of Persia. Samson, for his want of faith and disobedience, was suffered to be delivered into the hands of his enemies and cruelly treated. Naaman's leprosy cleaving to Gehazi, Elijah's servant, for covetousness. Eli, for not reproofing his sons in their wrong doings, was punished by death: when he heard of some of their wickedness he fell backwards and brake his neck. Solomon, for his falling into idolatry, was punished in his son Rehoboam, by half of his kingdom being taken from his posterity. The Jews (as a nation) were scattered over the whole earth for their unbelief.

Ananias and Sapphira, for lying to the Holy Ghost respecting the price of some possession which they had sold, were struck dead at the Apostle Peter's feet. The young man that was sleeping while St. Paul preached at Antioch fell from the third story of the building, and was picked up dead.

Belonging to those in the Old Testament; Jonah, for his reluctance to obey God's will, was swallowed by a whale, and remained in his belly three days and three nights. Also, Moses, for not giving God the glory of obtaining water from the rock, was punished by not being allowed to enter the promised land.

The same. As answered by No. 27.

Adam and Eve, our first parents, contrary to the word of their Almighty Creator, partook of the forbidden tree, and became subject to death, and expelled from their earthly Paradise.

Cain, who slew his brother from envy, and was driven from the Lord a vagabond and an outcast upon the earth.

Pharaoh hardened his heart, though almost persuaded to let the Israelites depart from his land through the miracles of their leader, Moses, and was afflicted with the ten plagues, which desolated his land; and he himself, with all his army, were afterwards drowned in the Red Sea.

Moses sinned in not giving God the praise when he smote the rock to satisfy the murmuring Israelites ; as a punishment, he was not permitted to enter the promised nation.

Miriam chided with Moses about his marrying an Ethiopian, when God in his wrath smote her with leprosy.

Korah, Dathan, and Abiram were swallowed up by the opening of the earth, with all their company, for offering strange fire to the Lord.

Jehoram—because of his wickedness and idolatry, God smote him with an incurable disease, so that his bowels fell out.

Uzziah—he took upon himself the office of priest, and when he entered the temple the leprosy rose in his forehead, and he remained a leper to the day of his death.

David committed adultery with Bathsheba, the wife of Uriah, the Hittite ; for this sin God smote his son and he died.

Herod—whilst delivering a discourse to the people, they shouted and said he was a god ; and because he gave not the Lord the praise, he smote him so that he had a miserable end.

Paul, whilst persecuting the Christian Church, was struck blind for three days.

Ananias, and Sapphira his wife, who, for a lie that they told, were struck dead.

Zachariah, because of his unbelief in the matter of his having a son, was struck dumb until the day of his circumcision, when the child was named, answering to baptism in the Christian Church.

Q. 2. " In what respects were Isaac, Aaron, and David types of our Lord ?" As answered by No. 19.

Isaac was the son of Abraham, who is called the father of the faithful ; Jesus was the son of God, who is the father of all.

Isaac was the son of promise, because he was promised to Abraham ; Jesus was promised mankind as their saviour. In Isaac all nations of the earth were to be blessed ; all nations of the earth are blessed through Jesus Christ. Isaac carried the wood on which he was to be sacrificed ; Jesus carried the cross on which he suffered an ignominious death for the sins of the world. Isaac was about to be offered to God ; Jesus was offered for the sins of the whole world.

Aaron was the high priest of the Israelites, through whom they had access to the throne of God ; Jesus Christ is our high priest, through whom we make intercession with God. Aaron went into the holy of holies once a-year to plead their cause with God ; Jesus is now at the right hand of God, making intercession with the Father for us.

David was the king of Israel ; Jesus Christ is the king of all believers.

Q. 3. " Give briefly the chief events recorded of the life of Joshua." As answered by No. 29.

Joshua, the son of Nun, was of the tribe of Benjamin, and servant of Moses ; he led the people of Israel into Canaan, and he was one of the twelve spies who went from Kadesh Barnea. The principal events of his life were the passage of the Jordan, the fall of Jericho and of Ai, the five kings making war on Gideon, the sun and moon standing still at the command of Joshua, and the settlement of the Israelites in Canaan.

"Give briefly the chief events recorded of the life of Hezekiah." As answered by No. 19.

Hezekiah, the king of Judah, did that which was right in the sight of the Lord all his days. He assembled all the people of Judah, and invited Israel to keep the passover at Jerusalem; a great many of them did attend, so that there was not any such passover at Jerusalem before. He sought the Lord when his land was invaded by the King of Assyria, and the Lord delivered him into his hands. When the Lord said he should die, he prayed unto him, and the Lord lengthened his days fifteen years.

"Give briefly the chief events recorded of the life of Jeremiah." As answered by No. 27.

God sent Jeremiah against Jehoiakim, and commanded him to make yokes, to denote that he should be placed under the dominion of a foreign prince; and on this occasion Pashur (a false prophet) smote him and put him in the stocks. Whilst he was in prison he dictated to Baruch all the miseries that should befall the Jewish nation, and told him to take it to the king, who, as fast as he read it, cut the piece off and cast it into the fire. He prophesied that Jehoiakim should go into a strange land, which came to pass some time after; but they left him to dwell at Jerusalem. He was afterwards taken into Egypt, and probably he died there.

"Give briefly the chief events recorded of the life of St. Peter." As answered by No. 12.

St. Peter denied his master, although he had assured our Saviour he would die with him; he also preached a sermon on the day of Pentecost, which added three thousand souls to the Church. He was present and witnessed many of our Saviour's miracles, &c. He was crucified at Rome, with his head downwards, because it was more dishonourable than his master, about the year 68 A.D.

The same. As answered by No. 13.

St. Peter was a fisherman; he was called to be an apostle by our blessed Lord himself, and was with him on every occasion—1st, at the transfiguration; 2nd, at Christ's agony in the garden; 3rd, when Christ was taking his trial before Pilate; 4th, at the resurrection and ascension. On the day of Pentecost, when the Holy Spirit was poured out upon the apostles, Peter preached to the people and baptized them; cured the impotent man at the gate; laid his hands upon those who had been baptized, and extended his labours over the northern part of Asia Minor, and died with his head downwards.

Q. 5. "Mention the names of the good kings that ruled over Judah." As answered by No. 27.

Asa; Jehoshaphat; Amaziah; Joash, who served the Lord during the time of his foster-father, Jehoida, but on his death he fell into idolatry; Hezekiah, and Josiah.

Q. 6. "Who were the Samaritans spoken of in the gospels? Give the chief points of their history as recorded in Scripture." As answered by No. 31.

The Samaritans were those people who were brought by Shalmanezzer

into Samaria when he took away the kingdom of Israel. While Nehemiah and Ezra were building Jerusalem and the temple, these people sent to take part with them, having obtained, soon after they had been placed in Samaria, one of the Jewish priests to keep up the worship of God, because in their idolatry God sent lions among them; and they believed in the five books of Moses. But Nehemiah would not allow them to take part with them; for which they continually disturbed him in building. The Samaritans had a temple on Mount Gerizim, and this was a great refuge for the apostate Jews, which of course caused great enmity between the two parties, and so it continued till the time of our Saviour, when the Jews had no dealings with the Samaritans.

Q. 7. "Mention anything that is known from Scripture of the seven deacons appointed by the Apostles." As answered by No. 22.

They were chosen because the Greek widows were not attended to. The most remarkable were Stephen and Philip. Stephen was the first martyr, and when dying he prayed for his enemies, and said, "Lay not this sin to their charge." Philip saw an eunuch reading, and Philip asked him whether he understood what he read, and the eunuch answered, "How can I, if no man teaches me;" and Philip explained to him the Scriptures, and he was baptized.

#### JUNIOR DIVISION.

##### *Doctrine.*

June 7, 1843.

Q. 1. "Show from Scripture that there is encouragement for sinners to return from their sins and go back to God." As answered by No. 12.

When the wicked man turneth away from his wickedness, which he hath committed, and doeth that which is lawful and right, he shall save his soul alive.

If we say that we have no sin we deceive ourselves, and the truth is not in us; but if we confess our sins God is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.

He that followeth me shall not walk in darkness but shall have the light of life.

When he saw him he had compassion on him, and ran and fell on his neck, and kissed him.

The same. As answered by No. 29.

Come unto me all ye that labour and are heavy laden, and I will give you rest.

When the wicked man turneth away from his wickedness that he hath committed, and doeth that which is lawful and right, he shall save his soul alive.

If we say that we have no sin we deceive ourselves, and the truth is not in us; but if we confess our sins he is faithful and just to forgive us our sins, and to cleanse us from all unrighteousness.

God willeth not the death of a sinner, but rather that he should turn from his wickedness and live.

God so loved the world that he gave his only Son, that whosoever believed on him should not perish but have everlasting life.

If any man sin he has an advocate with the Father, even the man Christ Jesus.

He that cometh unto me I will in no wise cast out.

Q. 2. "Give from Scripture encouragement to pray. How, and what may be asked with assurance of success?" As answered by No. 26.

The effectual fervent prayer of a righteous man availeth much.

Whatsoever ye shall ask the Father, in my name, that shall ye receive.

Ask and ye shall receive, seek and ye shall find, knock and it shall be opened unto you.

Pray without ceasing.

In everything by prayer and thanksgiving let your requests be made known unto God.

For if ye being evil know how to give good gifts unto your children, how much more shall your heavenly Father give good things unto them that ask him?

When thou prayest, enter into thy closet, and pray to thy Father, which is in secret, and thy Father, which seeth in secret, himself shall reward thee openly.

Pray with the spirit, and pray with the understanding also.

If any man lack wisdom let him ask of God.

Watch and pray that ye enter not into temptation.

Question 4. "Explain etymologically the terms Abolution, Advent, Baptism, Catechism, Catholic, Church, Creed, Domical, Liturgy, Redeem, Sacrament." As answered by No. 20.

Loosening, from (*ab-solvere*); coming (*ad-venio*); washing (*βαπτίζω*); sounding down (*κατ' ἤχρω*); universal (*καθ' ὅλοι*); house of God (*κυρίου οἶκος*); belief (*credo*); belonging to our Lord (*dominus*); public service (*εργον*); to buy again (*re-emo*); an oath (*sacramentum*).

Q. 5. "What lessons do you learn from the parables of the Sower, the Leaven, the Tares?" As answered by No. 25.

We learn from the parable of the *Sower* the several different ways in which we may receive the word of God, either to our advantage and salvation or otherwise.

We learn from the parable of the *Leaven* how, by the blessing of God, the good effect and righteous living of individuals, many may be brought to a sense of what is right.

And from the parable of the *Tares*, the mixture in this world of the good and bad, and that Christians may, though surrounded by enemies, striving against them, with perseverance and trust in God, grow and do that which is right in his sight until "the time when" the gathering shall be, when the tares shall be separated from the wheat, the former to be burned in unquenchable fire, and when the latter shall be taken into the Lord's barn that has been prepared for them.

The same. As answered by No. 26.

We learn from the parable of the *Sower*, that we ought to be very

careful how we receive the word of God, that we may bring forth fruit unto perfection.

From the parable of the *Leaven*, we learn, that as "a little leaven leaveneth the whole lump," so if we are not very mindful about what we do or receive, if we only step out of the right path the least distance, it may gradually increase and lead us on until it brings us to destruction, both of body and soul.

The parable of the *Tares* teaches us that God does not always punish the wicked in this world, and that he sometimes suffers them to go on in their wickedness, and "sends rain upon the unjust as well as the just;" but, at the judgment of the great day, he will sever the wicked from the righteous, and as the reapers "bind the tares in bundles to burn them," so he will cast the wicked into outer darkness, where will be weeping and gnashing of teeth.

Q. 6. "Show from Scripture that our Lord is truly and in the highest sense God." As answered by No. 26.

In the beginning was the *Word*, and the *Word* was with God, and the *Word* was God.

There are three that bear record in heaven, the Father, the Word, and the Holy Ghost, and these three are one.

I and my Father are one.

Hear, O Israel, the Lord our God is one Lord.

Before Abraham was, *I am*.

The grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost, be with you all. Amen.

Father, glorify thou me, with the glory that I had with thee before the world was.

By the word of the Lord were the heavens made, and all the host of them.

Q. 7. "Mention some of the characteristics of the four gospels that distinguish each from the other." As answered by No. 13.

In the beginning of each of the gospels there is different arguments; for instance, St. Matthew begins with the generations; St. Mark with the ministry of John the Baptist; St. Luke with the instruction that Theophilus has received; St. John, by showing and proving the first and second persons in the blessed Trinity to be the word. Again, the Lord's Prayer in St. Matthew has the doxology added; but, in St. Luke, it is not. St. John only mentions one miracle related by the other Evangelists, that is the miracle of "feeding the four thousand." Christ's ascension into heaven is only mentioned by St. Luke. The parables and miracles related in St. Mark are more fully explained than those in St. Matthew.

#### JUNIOR DIVISION.

#### *Early Chapters of Rev. W. Palmer's Church History.*

June 12, 1843.

Q. 1. "Give some account of the propagation of Christianity during the first three centuries." As answered by No. 25.

The first great impulse in the dissemination of Christianity was the

persecution at Jerusalem, A.D. 37, in which St. Stephen obtained the crown of martyrdom. Then the preaching of the apostles, particularly St. Paul, who travelled over most of the provinces of Asia Minor, also over Greece and Macedonia, establishing Churches wherever he was received, and afterwards edifying them with his writings. Then the great persecution under the Emperor Nero, A.D. 64, when St. Paul (after his abundant labours) and St. Peter both became martyrs, (for faith in Christ whom they preached). This, as well as all other persecutions, had a contrary effect to that which was intended. The Christians that were by this means scattered into many nations carried with them the light of the gospel, and thus added to the Christian church.

During the whole of the three first centuries, the Christian church underwent severe persecutions, but it does not appear that any distant heathen nations were converted immediately after the time of the apostles, but that the fathers of the several churches were more particularly engaged in converting the provinces closely surrounding them.

St. Paul, it is supposed, carried some knowledge of the gospel into Spain and even into Britain. We read of St. Thomas also in India.

The persecutions are generally divided into ten principal ones, under different Roman emperors, some of whom persecuted only out of hatred, others because their predecessors had shown the Christians some favour. The persecution under Nero is an example of the innocence of the persons oppressed.

The same. As answered by No. 19.

The first great impulse given to Christianity was the preaching of the apostles on the day of Pentecost, when no less than three thousand souls were converted and baptized. The cause of Christ prospered, even when assailed by persecution. The persecution at Jerusalem, A.D. 37, in which the martyr St. Stephen afforded so noble an instance of the power of faith, was a means of disseminating more widely the truths of the gospel. The labours of the apostles, more particularly those of St. Paul, who preached in all the countries about the Mediterranean, converting many of the heathen, until he was beheaded at Rome, A.D. 68. Still the Christian religion continued to flourish, though under so many terrible persecutions; the persecution under the Emperor Nero, A.D. 55, who set the city of Rome on fire, (in order that he might build it with more magnificence,) then accused the Christians with the deed, and persecuted them without mercy, throwing some to wild beasts, and covering others with combustibles, and then setting fire to them; for these sights he gave his own gardens. It was in this and the following persecutions, viz., those under Domitian, Trajan, Aurelius, Antoninus, Severus, Valerian, Diocletian, and Maximian, that so many martyrs attested their belief in Christ; the last of these was the most dreadful; but through all the Christian religion spread and multiplied, as we may learn from Justin Martyr. He says, (speaking of the Christians,) "We have filled your country, your cities, your corporate towns, your houses, your forum, your palaces; your temples alone are left to you." "We constitute," he says in another place, "almost the majority in every town." So wonderfully had the voice of God increased and multiplied.



**Q. 2.** "Specify some of the fruits of faith exemplified in the early martyrs." As answered by No. 29.

In an epistle from Smyrna to another church there is an account given of the martyrdom of St. Polycarp, bishop of that city. When many people were taken and punished, Polycarp's friends wished him to leave the city; at first he refused; but afterwards consented, and went to a village a few miles away, where he stayed with a few friends, continually at prayer for the peace of the church; but after a short time the persecutors found him out, and coming in the evening they found him in an upper room, where he might have made his escape to another house, but he would not, and said, "The will of the Lord be done." When he came down, he had provisions set before those who came to take him; then he asked permission to pray for one hour, which was granted; in his prayer he made mention of all those whom he had ever known; then those who came repented that they should have taken so venerable a man; however, they set him on an ass and brought him into the city, where he was met by the proconsul, who took him in his chariot and persuaded him to deny Christ, but he refused, whereat the proconsul threw him off the chariot and hurt his thigh; then he arose and went to the amphitheatre, where he was to take his trial; the proconsul again persuaded him to deny Christ, but he said, "Eighty and six years have I served him, and he has never wronged me once." The proconsul threatened him to be torn by a lion, and commanded one to be let loose, but the time of the sports were over, so that one could not be let loose, whereat the multitude cried out that he should be burnt alive, and ran and fetched wood from the neighbouring shops and baths. When the fire was lighted the flames formed a vault around him; when the crowd saw that he was not burnt, they told the executioner to thrust him through with a sword, which he did, and the blood ran out in such quantities that it quenched the flames. Others were thrown to wild beasts, crucified, beheaded, and tortured in every way that the torturers could devise. One Blandina was tortured till the torturers were tired; she was then crucified for the wild beasts to eat; but they would not touch her, then put in a basket and thrown to a bull, which goaded her to death. Under these persecutions some fell away, and others after their fall returned and suffered death. There was no distinction in age nor sex.

**Q. 3.** "Give some account of the chief ecclesiastical writers of the first three centuries." As answered by No. 16.

St. Justin Martyr was one of the first and most learned men that ever adorned the church; he was a native of Syria, and was brought up to vain wisdom and heathen philosophy. As he happened to be walking out one day, he met a very aged Christian of a serene and grave countenance, and having entered into discourse, he wondered why he followed after knowledge more than practising it; he told him that all the heathen philosophers had differed in principle, and that the only true sages were the prophets who were inspired by God himself. This discourse led Justin to a diligent study of the Holy Scriptures, and at length he became a Christian indeed; he wrote an Apology for the Christians, and at length professed his faith as a Christian; after, he was scourged by order of the Roman Prefect, and afterwards suffered martyrdom.

Irenæus was also another very wise and learned man. He was a disciple of St. Polycarp, bishop of Smyrna, but afterwards went into France, where he was a Presbyter in the church of Lyons, and at the death of Pothinus, bishop of that see, he succeeded to the vacant bishopric. His name has ever been famed for the book which he wrote against "Heresies." His services to the Church were at last crowned with martyrdom. There are many others who greatly adorned the Church, as Tertullian, Origen, St. Cyprian, &c.

Q. 4. "What do you know of the communion rites and discipline of the ante Nicene Church?" As answered by No. 15.

Their form of communion was exceeding strict; excommunication was often the punishment for very little crimes; sometimes for the space of fifteen or twenty years, according to the enormity of the crime; during which time the penitent had always to remain without the church door, clothed in sackcloth while the services were being performed; but if it was seen that the penitent was really sorry, and repented for what he had done, the bishop had the power of shortening the time, which being expired, the penitent was again received into communion.

#### JUNIOR DIVISION.

##### *Geography.*

June 12, 1843.

Q. 1. "What is the shape and size of the world?" As answered by No. 23.

The earth is round like an orange, being flattened at the poles; it is 7,912 miles in diameter, and 25,020 miles in circumference.

The same. As answered by No. 26.

The earth is a globular form, somewhat flattened at the poles. It is 7,912 miles in diameter, and 24,961 miles in circumference; it contains about 150 millions of square miles on its surface, 45 of which are occupied by land, and 105 by water.

Q. 2. "Give some account of the chief lines and circles drawn by geographers on our globes, with the reasons for their several portions?" As answered by No. 31.

The chief lines and circles drawn by geographers on our globes, are the ecliptic, equator, parallels of latitude, tropics of Cancer and Capricorn, arctic circle, antarctic circle, and the meridians. The ecliptic describes the sun's path in the heavens. The equator divides the world into two equal portions, called the northern and southern hemispheres. The parallels of latitude show the distance of any place north or south of the equator. On the 21st June, the sun shines perpendicularly to the tropic of Cancer, which is  $23\frac{1}{2}$  degrees north of the equator; and as the sun shines always upon one-half of the globe, it is obvious the circle of illumination must be removed  $23\frac{1}{2}$  degrees, over and above the north pole, and of course removed from the south pole,  $23\frac{1}{2}$  degrees north, for the sun to shine over one-half of the globe. Of course, the contrary

will be the case, when the sun shines perpendicularly to the tropic of Capricorn, which it does on the 21st of December. This will explain the uses of tropics, and arctic and antarctic circles, and why they are situated  $23\frac{1}{2}$  degrees north and south of the equator and poles.

The same. As answered by No. 26.

There are three great circles drawn on the globes, viz., the equator, the ecliptic, and the meridians, and five small circles, viz., the tropic of Cancer, and the tropic of Capricorn; the arctic and antarctic circles, and the parallels of latitude.

The equator is a great circle drawn round the earth at an equal distance from each pole, and consequently divides the earth into two equal parts, called the northern and southern hemispheres.

It is the circle on which longitude is reckoned, and from which the latitude of any place north or south of it is calculated. On the equator the sun is always vertical.

The meridians are great circles drawn round the globe, and passing through each pole. They are generally drawn at the distance of 10 degrees apart, and are used for finding the longitude of any place east or west of the first meridian, which, for convenience, the English geographers have made to pass through Greenwich.

The tropics are small circles, situated  $23\frac{1}{2}$  degrees on each side the equator; they are the boundaries of the torrid zone. The sun is never vertical on any part of the earth's surface, north of the tropic of Cancer, or south of the tropic of Capricorn.

The arctic and antarctic circles are situated  $23\frac{1}{2}$  degrees from each pole. They mark the places on the earth's surface where the days begin to increase, by months.

Parallels of latitude are circles drawn parallel to the equator, and generally at the distance of 10 degrees from each other. They are used to calculate the latitude of any place north or south of the equator.

Q. 4. "Mention in the order of their importance the chief rivers and towns of England, adding any circumstances connected with them of which you may have knowledge." As answered by No. 37.

<i>Rivers.</i>		
Thames.	Trent.	Ouse.
Severn.	Humber.	Tweed.
Medway.	Mersey.	Derwent.
<i>Towns.</i>		
London, the metropolis.	Manchester,	} Manufacturing districts.
Liverpool,	Leeds,	
Plymouth,	Nottingham,	
Hull,	Leicester,	
Birmingham,	Derbyshire, picturesque scenery.	} Hardware goods.
Bristol,	Staffordshire, potteries.	
Sheffield,		

The same. As answered by No. 41.

London, the largest and greatest emporium of the world, situated on the Thames, about 70 miles from its mouth; known in the time of the Romans under the name of Londinium.

Liverpool, the second most commercial city in England, on the Mersey ;  
 has thriven mostly in modern times.

Manchester, the greatest manufacturing city in the British empire,  
 particularly so for cottons, &c., of which for the most part, supplies  
 the world.

Birmingham ditto, more particularly for cast-iron and steel goods.

Newcastle, wherefrom the best coals are obtained, situated in Cumber-  
 land, on the North Sea.

Bristol, as a commercial town.

Sheffield, celebrated for its cutlery and steel workmanship.

York, anciently the second city in England, and now celebrated for its  
 noble cathedral.

Oxford, for its noble buildings, and being the seat of an university.

Cambridge, ditto, • ditto.

Canterbury, for its cathedral and antiquity.

Exeter, ditto. •

Salisbury, ditto.

Bath, ditto.

Huddersfield, for carpets.

Launceston.

#### *Rivers.*

Thames, London, running from W. to E.

Severn, Bristol, running from E. to S.W.

Humber, York, running from N.W. to S.E.

Ouse.

Mersey, Liverpool, running from E. to W.

Tees, Berwick, running from W. to E.

Medway, running from W. to E.

Kennett.

Q. 5. "Particularize the boundaries of the chief states of Europe." As  
 answered by No. 1.

Russia is bounded on the north by the Arctic Ocean ; on the east,  
 by Asia ; on the south, by the Black Sea, the Sea of Marmora, and  
 Turkey ; on the west, by Lapland, Baltic Sea, Prussia, and Austria.

Sweden, north, by Arctic Ocean ; east, by Baltic Sea and Lapland ;  
 south, by the Sound ; and west, by Norway.

Norway, north, by Arctic Ocean ; east, by Sweden ; south, by the  
 Belt ; and west, by the North Sea.

Prussia, north, by the Baltic ; east, by Russia ; south, by Austria ;  
 and west, by Denmark and Germany.

Austria, north, by Prussia, Hanover, and Bavaria ; east, by Turkey  
 and Russia ; south, by Turkey Italy, and Adriatic Sea ; west, by Switzer-  
 land, Bavaria, and the Rhine.

Turkey, north, by Russia ; east, by the Black Sea and Archipelago ;  
 south, by Greece ; and west, by the Adriatic Sea.

Italy, north, by Austria ; east, by the Adriatic Sea ; south, by the  
 Mediterranean ; and west, by the gulph of Genoa, and Mediterranean.

France, north, by the English Channel ; west, by the Netherlands,  
 Germany, and Switzerland ; south, by the gulph of Lyons and the Me-  
 diterranean Sea ; and west, by Spain, and the Bay of Biscay.

Spain, north, by the Bay of Biscay and the Pyrenees ; east, by the

Mediterranean Sea ; south, by the straits of Gibraltar ; and on the west, by the Atlantic Ocean and Portugal.

The Netherlands, north, by the North Sea ; east, by Hanover ; and the Rhenish provinces ; south by the same kingdom and France ; west, by France.

Greece, north, by Turkey ; east, by the Archipelago ; south, by the Mediterranean Sea ; and west, by the same.

Great Britain, north and north-east, by the North Sea ; south, by the English Channel ; west by the Irish Sea.

Ireland, north and north-east, Atlantic Ocean ; west, by the Irish Sea ; and south, by the Atlantic Ocean.

Q. 6. " By what countries would two ships severally pass that made as far as was practicable coasting voyages from London to New Zealand, and to Calcutta, assuming that they parted company opposite the Land's-end, and that the ship bound for New Zealand made the best of her way to Newfoundland before she began to sail southwards?"  
As answered by No. 31.

From London, then to the Land's-end, they would pass the southern part of England. The ship going to New Zealand, after leaving the coast of Newfoundland, would pass the United States, Mexico, the island of Cuba, those denominated the West Indies, Brazil.

The ship going to Calcutta from Land's-end would pass a small part of France, Spain, the western coast of Africa, Cape of Good Hope, the eastern coast of Africa, south of Arabia, Persia, Beloochistan, western coast of Hindostan, Cape Comorin, east of Hindostan to Calcutta.

The same. As answered by No. 29.

They would both pass by the south of England, and then the one for Calcutta would sail south to France, Spain, Portugal, Morocco, Senegal, Gambia, Guinea, south-western coast of Africa, the Cape, Country of the Hottentots, Mozambique, Zanguebar, Ajan, Arabia, Persia, Beloochistan, Coasts of India, viz., Malabar and Corromandel.

We now return to the ship for New Zealand. After arriving at Newfoundland, to sail south by the United States, West India Islands, Brazil, La Plata, Patagonia, Terra del Fuego, double the Cape Horn, sail westward to New Zealand.

#### JUNIOR DIVISION.

#### *Specimen of the Work of the Third Class in Latin.*

June 13, 1843.

As done by No. 41.

The first declension makes the genitive case to end in *a* diphthong, as *agricola* ; genitive *agricolæ*, of a rustic.

The second declension makes the genitive to end in *i*, as, nominative *aurum*, makes genitive *auri*, of gold.

The third declension makes the genitive to end in *is*, as, nominative *lapis* ; genitive *lapidis*, of a stone.

The fourth declension makes the genitive to end in *us*, as, nominative *gradus* ; genitive *gradus*, of a stone.

The fifth declension makes the genitive case to end in *ei*, as, nominative facies; genitive faciei, of a face.

Nouns of the first, are generally of the feminine gender, as also are those of the fifth.

Those of the second, that end in *um*, are of the neuter gender, and make the nominative, accusative, and vocative cases plural to end in *a*; those in *us* make their vocative to end in *e*, as vocative, O domine.

Some nouns in this (the third declension), increase in the genitive case, as in pastor, genitive pastoris, of a shepherd.

Nouns of the fourth declension mostly masculine gender.

Lupus momorderat ovem . . . . .

Christiani non timebunt mortem . . . . .

It is the duty of a good shepherd to shear the sheep, not to flay them.

The arrows hung from his shoulder.

The bad shepherd flayed the sheep, not sheared them. 9

The shepherds laughed at the ploughmen.

The wolf will have killed the sheep of the good shepherd.

It is not the duty of a good dog to kill the sheep.

Shear the sheep, not flay them.

The slave will have shut the gates of the city.

The boys will see the sceptre of the king.

Nightingales will change their colour.

Nightingales will have changed their colour in the autumn.

#### JUNIOR DIVISION.

#### *Specimens of Answers in English History.*

June 13, 1843.

Q. 2. "What do you understand by the feudal system; by whom was it introduced?" As answered by No. 25.

The feudal system was introduced by William (I. or) the Conqueror. It was this: That every baron should hold all his land and property as a vassalage from the king, and to do military service for it; so that in any case of necessity it was his duty to assist the king, and bring a certain number of armed men into the field. And again, all his vassals or tenants were to render to him the same service which he did to the king. These barons had castles of great strength, and in later times they became dangerous to the state. In some instances they used to maintain a very large retinue of followers or slaves, called villains.

Q. 3. "Give some account of Becket." As answered by No. 19.

Becket, a famous Archbishop of Canterbury, who lived in the time of Henry II. The parentage of this extraordinary man is very singular and romantic. His father Gilbert Becket was a private soldier, and was engaged in the crusades; while on duty he was taken prisoner by a Saracen chief; he was treated kindly by him; while he was with the chief, who had only one daughter, he fell in love with her, and she tried to get him released. She at last procured his escape; he was unable to take her with him, but she contrived to make her escape and follow him. Although all the words of any of the Western languages she knew were London and Gilbert, by these she contrived to find out Gilbert; they

wealth. Charles entered London May 29, 1660, on his birthday. The most celebrated battles fought between the Cavaliers and Roundheads were, Edgehill, Marston Moor, Cropredy Bridge, and Naseby; in the latter Charles's cause was ruined.

Q. 6. "What were the chief events in the reign of James II.?" As answered by No. 29.

The trying to introduce papal power; the rebellion of the Duke of Monmouth; the invasion of William Prince of Orange, and the abdication of James; the imprisonment of the Bishops, and their release.

#### SPECIMENS OF SENIOR DIVISION TRANSLATION.

June 13, 1843.

As given by No. 3.

For neither do I consent to those, who have lately begun to disseminate these opinions, that our souls perished with our bodies, and that all things are destroyed by death. The authority of our ancient forefathers has more weight with me, who appointed such sacred rites for the dead; which they truly would not have done, if they had thought that nothing appertained to them; or (the authority) of those who inhabited this land, and instructed "*Magna Græcia*," (which now indeed is destroyed, but then was in a flourishing condition), by their statutes and precepts; or (the authority) of him who was judged to be the wisest man by the oracle of Apollo, who did not say at one time one thing, and another at another, as is the case with very many, but always held the same opinion, that the minds of men were divine, and that when they left the body, a most speedy way of return to heaven lay open to every very just and good man.

What shall I fear, therefore, if I am to be either not miserable or, on the other hand, to be happy after death. For who is so foolish as to know certainly, although young, that he shall live till evening? That age has, moreover, many more chances of death than ours; young men fall more easily into disease; they have more heavily sick attacks of illness, they are cured with more difficulty. Therefore few attain to old age, because unless this did so happen, *men would live* better and more prudently. For there is mind, reason and design in old men, which unless they existed in some, no states could possibly exist. But I return to the subject of impending death. What fault can that be of old age when we see that it is common also to youth.

I take great pleasure, when, of my familiar friends, I know that you, as becomes your wisdom, both lay aside (your) ease and resume it; that you at one time live most pleasantly, and at another time travel both by sea and land; that you dispute much, hear much, and read much; and when you (already) know many things, that you nevertheless learn something every day. Thus it behoves a man to spend his old age who has filled the highest situations, governed the army, and as long as it was fit, gave himself up to the service of the state. For we ought to give up the beginning and middle of our life to our country and (take) the latter part to ourselves; as the laws themselves admonish, which allow a person above 60 to rest. When shall I be permitted? When through life will it be my honour to imitate that example of a most admi-

able life? When shall my departure receive not the name of regret, but of tranquillity.—Farewell.

Second paper additional.

Many of the Roman writers, whose works are extant, have merited great praise, both on account of the variety of subjects and opinions, and the elegance of their words. Amongst them Marcus Tullius Cicero, whose letters, orations, and other works we read in the schools, excelled. All yield to him the palm of eloquence. And, in truth, his orations please us, on account of the admirable sharpness of ability with which he defends the innocence of accused persons or points out the utility of any law. In his epistles to his intimate friends, he writes about public and family matters, sometimes laughing and jesting, sometimes in a settled mood of gravity and severity. He composed three books of or concerning the orator, in which he treats of the rhetorical art. In another book he has drawn a representation of a perfect orator. In those books which he wrote "*de Officiis*," he commands his son Marcus to lead an honourable life. Titus Livius has not written a description of one age, or war, or the history of one man, but a universal history of the Roman affairs, from the beginning of the nation, even to his own times. All his writings, however, are not extant. Caius Julius Cæsar related in eight books the war with Gaul, in three the civil war; also in the Gallic war, he subjected the whole of the states in Gaul to the Roman power, in the civil war he conquered Pompey; by the exploits of each of these wars he rendered his own name illustrious.

As given by No. 1.

The king, greatly rejoicing in the safety of so many men so necessary to himself, immediately sends Artabazus with a letter to Pausanias, in which he praises him, and desires that he would spare nothing to the performing those which he had promised; if he did this he would bear a repulse of nothing from him. His will being known, Pausanias being made more ready to carry on the affair, fell under the suspicion of the Lacedæmonians, and not long after is condemned, being accused of treachery. That he might escape death, he betook himself to the Temple of Minerva, which is called Chalciæcus. That he might not be able to escape hence, the Ephori immediately closed the entrances to the temple with stones, and destroyed the roof, that he might perish more easily in the open air. They say that the mother of Pausanias still lived at this time; and that she, after that she had knowledge of the wickedness of her son, amongst the first carried a stone to the entrance of the temple. Thus Pausanias tarnished his great glory in war by a disgraceful death. When he had been taken from the temple in a swoon, he immediately breathed forth his soul.

From all these nations, for a long way round, those who inhabit Kent are the most civilized; all of which is a maritime region; neither do they much differ from the Gauls in manner.

Very many of the interior tribes do not sow corn, but live upon milk and flesh, and are clothed with skins. But all the Britons stain themselves with woad, which produces a blue colour; and by this they are rendered dreadful in appearance in battle; they let the hair hang down, every part of their body being shaved, except the head and upper lip. They have wives common amongst them, and brothers with brother,



and parents with children. But if those who are born amongst these  
 she have children by them,  
 ny of the Roman writers, whose writings are extant, deserve great  
 praise, both for the copiousness for the subjects and sentiments, and the  
 elegance of style. Among these Marcus Tullius Cicero, exgels, whose  
 letters and orations, and the rest of his works, we read in schools. All  
 concede the palm of eloquence to him. And truly his orations, delight  
 us by the beautiful sharpness of wit with which he defends the inno-  
 cence of accused persons, or demonstrates the usefulness of any law. In  
 his letters he writes to his friends concerning domestic affairs, sometimes  
 in a laughing and jocular manner, sometimes composed in a grave and  
 severe style. He composed three books concerning oratory, in which he  
 treats of the art of oratory. In another book he lays down the image of  
 perfect orator. In those books which he wrote concerning duties he  
 invited his son Marcus to an honest life. Titus Livius did not write a  
 history of one age, or war, or people, but a history of all the affairs of  
 the Romans, from the beginning of the nation up to the time in which  
 he lived.

But not all of his writings are extant.

As given by No. 43.

For neither do I give my assent to those who have lately begun to  
 debate on these things, viz, that the minds perish at the same time with  
 the bodies, and that all things are destroyed by death. With me the  
 authority of the ancients or of our ancestors avails more, who afforded  
 such religious rites to the dead, which, indeed, they would not have  
 done, if they had thought that nothing pertained to them; or of those  
 who were in this country, and instructed Magna Græcia, which now  
 indeed is destroyed, then was flourishing, in their institutes and precepts;  
 or of him who was pointed out as wisest by the oracle of Apollo, who  
 did not hold at one time this opinion, at another time that, as is the case  
 among most persons, but always the same, viz., that the minds of men  
 are divine, and that to them, when they have departed from the body, a  
 very expeditious return into heaven lies open to every good and just  
 man.

What therefore should I fear, if I shall be either not miserable, or  
 even happy after death? Although who is so foolish, even if he be a  
 young man, by whom it has been discovered, that he would be alive at  
 evening? But, moreover, that age has by much more accidents to  
 death than ours; young men fall into diseases more easily; they have  
 heavier diseases, they are worse taken care of. So few come to old age;  
 and unless it had so happened, they would have lived better and more  
 prudently. For there is mind, and reason, and counsel in old men, and  
 if there were none of them there would be no states at all. But I re-  
 turn to the subject of impending death. What is that as a charge against  
 old age, when we see that it is common also to youth. I received great  
 pleasure, when I know from our common friends, that you, as is worthy  
 of your wisdom, both lay aside ease, and live most pleasantly, and at one  
 time agitate your body by land, at another time by sea; that you dispute  
 much, hear much, read much, and when you know very much, yet seek  
 every day to learn something in addition. So it behoves a man to grow  
 old who has borne the highest magistracies, has governed armies, and,  
 as long as behoved him, borne on himself the whole of the state. For

we ought to devote the first and middle times of our life to our country, the last to ourselves, as the laws themselves admonish, which give up one more than 60 years of age to ease. When may I be at leisure? When through my age will it be honourable for me to imitate that example of most beautiful quiet?—Farewell.

Many of the Roman writers, whose writings are extant, deserved great praise for the abundance of the facts and opinions, and for the elegance of their words. Among them Marcus Tullius Cicero excels, whose epistles and orations, and other books, we read in schools. To him all yield the palm of eloquence; and truly his orations delight by the wonderful height of ability with which he defends the innocence of defendants, or shows the utility of some law. In his letters to his friends he writes on domestic and public affairs, sometimes laughing, and in a jocular way, and sometimes with graveness and seriousness. He composed three books on an orator, in which he disputes on the art of rhetoric. In another book he has set forth the image of a perfect orator. In those books which he wrote on offices, he desired Marcus his son to lead an honourable life. Titus Livy has not described the history of one age, or war, or man, but has brought down the universal history of the Roman affairs from the origin of the nation even to his own times. But all his writings are not extant. C. Julius Cæsar has narrated the Gallic war in eight books, the civil war in three. In the Gallic war he reduced the states of the whole of Gaul to the power of the Romans; in the civil war he conquered Pompey. He has made his name renowned by the exploits of either war.

The Latin, as given by No. 10.

Quum procella belli defervuerint artes pacis revivescunt. Pastor in collibus greges pascit.

Agricola colet agros hostium impavidus invadentum; oppidani consuetis negotiis versantur, et apertis portis securi agunt.

Quantopere gaudebimus quum concordia gentium pacem restitueret.

Specimen of the translations of the Second Class. As given by No. 5.

The king, greatly rejoicing in the safety of many so closely allied to himself, immediately sends Artabazus with a letter to Pausanias, in which he praises him, and desires that he should not spare anything to the thoroughly performing of those things which he promised; if he should have done that, he should experience a repulse of nothing from him. His being known, Pausanias being made more earnest to the carrying on the thing, fell into suspicion of the Lacedæmonians, nor much after being accused of treachery he is condemned. That he might flee death, he betook himself into the temple of Minerva, which is called the Brazen House. From hence that he might not be able to escape, the Ephori immediately blocked up the doors of the temple with stones, and demolished the roof, that he might more easily perish under the day. They say that the mother of Pausanias still lived at that time, and that she, after she had become acquainted with the wickedness of her son, bore a stone among the first to the entrance of the temple. So Pausanias stained the great glory of war, by a disgraceful death. He when he had been borne from the temple half dead, immediately breathed forth his life.

The same more freely.

The king, greatly rejoicing in the safety of so many men, nearly related to him, immediately sends Artabazus to Pausanias with a letter, in which he commends him (to Pausanias) and desires him to spare no effort in the performance of those things which he had promised, saying, that if he did this he would deny him no request that he might make.

Pausanias being induced, by the knowledge of the king's wishes, to apply himself more vigorously to carrying on his scheme, fell under the suspicion of the Lacedemonians, and shortly after being accused of treason, he is condemned.

In order to escape death, he fled into the Temple of Minerva, called the Brazen House, and the Ephori prevented his escape therefrom, by blocking up the doors of the temple with stones. They also removed the roof of the building, that his death might be hastened by exposure to the inclemencies of the weather.

It is reported that the mother of Pausanias was still alive, and that being acquainted with her son's treason, she, amongst the first, brought a stone, to block up the entrance of the temple. In this manner did Pausanias tarnish his great military renown, by a disgraceful death. Having been carried out of the temple half-dead, he immediately breathed his last.

Out of all these, the most civilized are those who inhabit Kent, all which region is contiguous to the sea, nor do they differ much in manner from the inhabitants of Gaul.

Many of the inland inhabitants do not sow their corn, but live on milk and flesh, and are clothed with skins. But all the Britons mark themselves with the plant woad, because it forms a (red?) colour, and they appear in battle with this more horrible countenance, and their hair hanging down, and every part of their body shaved, except their head and upper lip. Wives have (live?) ten and twelve common amongst themselves, and brothers with brothers, and parents with children. But if any are born out of these, their children are kept, from whom in the first instance virgins are selected and also married.

#### SENIOR DIVISION.

#### *English Language.*

#### SPECIMENS OF ANSWERS TO THE PAPER SET BY THE PRINCIPAL, AS GIVEN BY THE PUPILS.

- Q. 1. (a.) "Explain the nature and uses of language?"  
(b.) "What is a word as distinguished from a vocable?"

As answered by No. 5.

(a.) Language may be contemplated as *spoken*, and *written*.

In regard to the former, certain *sounds* are employed to represent ideas which we may wish to express to others, and in the latter those ideas are represented by *visible signs*.

Such being the nature of language, it is natural, as all persons do not use the same sounds or signs to represent particular objects, that those who do should unite themselves in one collective body, tribe, or nation,

wherein every member would be able to maintain a social intercourse with his fellows.

Language, then, is the medium by which we convey our thoughts to others, either by sounds or signs; and, by its use, we are enabled to communicate with our fellow-men, to promulgate laws, and impart to others the knowledge we ourselves possess.

(b.) A word is the emblem of a *thought*. A vocable is the sign contemplated in its orthographical structure without reference to any thought connected with it.

The same. As answered by No. 2.

(a.) Language may be viewed in two lights, either as spoken or written, and in either instance it may be considered as the exponent of thought, or the means by which we make known our thoughts one to another. It is useful in determining the history of nations, as affinity of language is a sure indication of an affinity of race. A mixed language, like the English for instance, shows that England has been peopled by several different nations at different times.

(b.) A word is the thought in the mind, but a vocable is a combination of letters as they appear in writing; for example—*verbum* (or Greek *logos*), answers to the former, and *vocabulum* to the latter.

The same. As answered by No. 7.

(a.) Language is the medium by which rational beings make known to each other the thoughts they conceive, the deeds which they accomplish, and the things which they are desirous of obtaining, either by writing or by oral utterances. Its constituent parts are *letters*, which are formed into words to represent some notion or thing; and *words*, a right combination of which, form intelligible sentences.

(b.) A word is distinguished from a vocable as being the reasonable word or real notion, while the vocable is only a mere sign or symbol which represents that notion.

Q. 2. (a.) "Describe briefly the relations of different languages to each other with a view to classification;

(b.) "And assign to the English language its place in the group?"

As answered by No. 7.

(a.) Languages agree either as tribes, as stocks, as branches, as divisions, or as languages, in the strict sense of the term.

The two great tribes of languages are the Aramean and the Indo-European. With regard to the Indo-European tribe, it may be divided into the nine following stocks, from one of which the present English language is a derivative:—

1st. The Gento, or Sanscrit, spoken in India.

2nd. The Iranian, or Persian stock.

3rd. The Armenian.

4th. The Ossetic, which is spoken by a tribe inhabiting the Caucasian chain of mountains.

5th. The Pelagic, including nothing more than the classical languages.

6th. The Lithuanic.

7th. The Slavonic, the Russian stock.

8th. Gothic.

And, 9th. The Celtic.

(b.) The English language is derived from the 8th of these stocks, as is here shown:—1st. The Gothic stock, divides itself into two branches, the *Scandinavian*, which is spoken in Iceland, Denmark, Sweden, and Norway; and the *Teutonic*, which falls into two divisions, *High Germanic*, comprehending the High German, *Mæso-Gothic*, High Dutch, &c.; and *Low Germanic*, containing *Low German*, and the *Anglo-Saxon*, which is the mother tongue of our language, the *English*. The English, therefore, is of the *Low Germanic division*, of the *Teutonic branch*, of the *Gothic stock*, of the *Indo-European tribe*.

Q. 3. (a.) "Give a short analysis of the English language."

(b.) "How does this differ from a logical or grammatical analysis?"

As answered by No. 3.

(q.) In analysing any language we may proceed in three ways:—1st, by following out the *logical* meaning of words, examining what proportion of them *relates* to different arts and sciences, and for other purposes; 2ndly, by finding what proportion of words in the language are nouns, verbs, &c., which would be a grammatical analysis; or, 3rdly, by examining historically the elements of which the language is composed, and the period of their introduction. Proceeding in the last-mentioned way, we shall find the English language to consist of Celtic, Latin, Anglo-Saxon, Norman-French, Greek, &c.

The language spoken in this island before the invasion of Julius Cæsar was Celtic, traces of which still exist in extreme parts of the country whither the aborigines retreated before their conquerors. Thus we find Cornish, Manx, Euse, and the Gael.

The same. As answered by No. 3.

(a.) The English language is a mixture of Celtic, Anglo-Saxon, Latin, Danish, Norman-French, &c.; of this the *Celtic*, though a very small portion, may be divided into four heads:—

1st. Such words as have been introduced through another language, as crowd, (fiddle,) tartan, plaid.

2ndly. Words common to the whole stock, as mother, brother.

3rdly. Words introduced through the medium of the Latin, as Druid, bards, &c.

4thly. Aboriginal words, which are principally to be found in names of places, as Strath, Clyde.

The *Anglo-Saxon* was introduced by the Saxons at the Conquest, and is of the *Low Germanic division*.

The *Latin* may be classed in three distinct parts according to the time of its introduction:—

1st. The Latin of the first or Celtic period, introduced by Julius Cæsar, and consists principally of military terms, as street (*strata*), chester (*castra*), &c.

2nd. Latin of the second period, introduced at the time of Augustine, and consisting chiefly of ecclesiastical terms, as preach (*predicare*), prove (*provare*), bishop, &c.

3rd. That of the third period, introduced about the time of Ed-

ward the Confessor, consisting chiefly of civil as well as ecclesiastical terms.

The *Danish*. The Danes being Pagans and pirates, we should naturally suppose that the words introduced by them would consist principally of naval or mythological words.

The *Norman French* was principally introduced by William the Conqueror, A.D. 1066, but it cannot be denied that a portion of it was introduced in the time of Edward the Confessor.

Of the other words, some are Persian, as *turban*; some are Arabic (being such as relate to chemistry, the Arabs being the first who cultivated that science), as *alembic*; some Spanish, as *Sherry* (Xeres).

(b.) The preceding is an historical analysis, since it considers the elements with regard to the time or manner in which they were introduced; but it may also be considered another way, logically, *e. g.* suppose I say that the English language consists of 60,000 words, of which 50,000 are Anglo-Saxon, 1,000 Celtic, 100 Latin of the first period, 200 of the second period, 10 of the third period, and the remainder miscellaneous, this would be considering it historically; but if I were to say that 30,000 relates to agriculture, 10,000 to ecclesiastical terms, 5,000 to architecture, &c., I should divide it logically, considering the uses to which they are applied.

Q. 4. (a.) "Give any information which you may possess respecting the art of writing."

(b.) "Whence is the English alphabet derived?"

(c.) "And in what respects is it deficient or redundant?"

As answered by No. 5.

(a.) The invention of letters is ascribed to (Mnemon?) an Egyptian. From Egypt they were introduced to Greece by Cadmus. From the Phœnician alphabet sprung the Grecian, and from that, partly through the medium of the Latin, all the European alphabets are derived.

(b.) The English alphabet is derived from the Latin, and is both deficient and redundant.

(c.) As regards its deficiency it has only 18 consonantal signs to express 24 consonantal sounds, consequently there are six sounds for which we have no equivalent signs. There are two sounds of *th*, one of *z*, one of *ph*, *ch*, and *sh*. There are also 12 vocal sounds, and only five corresponding signs, we need, therefore, 13 more signs to complete our alphabet. But, on the other hand, we have three letters which are superfluous, the sounds they represent being contained in other consonants. These are  $x=ks$ ,  $c=k$ , or  $s$ , and  $q=k$ .

The methods of writing have varied with the advance of science. The earliest modes seem to have been a species of engraving; thus, in Job, we read of "writing upon a tablet of lead with an iron pen." The Egyptians used their "papyrus," other nations wrote on the bark of trees (hence *biblos*, *liber*, as names for book), and, subsequently, on parchment (or paper of Pergamos), vellum, or *cal-lum*. The Romans wrote on tablets of wax, using a *style* pointed out at one end to write with, and flattened at the other to erase any mistakes. In more modern times paper has superseded the use of parchment, and is now employed by all civilized nations. All European nations write from the left hand

towards the right. The Orientals reverse the operation, and the Chinese write in perpendicular columns. Some of the ancients also wrote from right to left, and then returned from left to right, so turning at every line. This was styled "*Boustrophedon*," in allusion to the ploughing of oxen.

Part of the same. As answered by No. 2.

(a.) It could not have been long before men discovered that they required some other means of conveying information to one another besides that by word of mouth. We know that a great deal of early history is traditional, that is, handed down orally from father to son; this state of things might continue so long as mankind continued in their simple and primitive state; but when they began to multiply, and remove to distant regions, it was necessary that some other means should be adopted to preserve these traditions. The readiest and most natural way would be by using signs well known to express what was meant; thus if courage, timidity, greatness, &c., were to be expressed, the figures of some animals distinguished for these qualities were rudely drawn. This kind of writing is styled hieroglyphic writing, and was used by the Egyptians in recording all their great events, and the actions of their celebrated men. Abundance of this writing has been found in the Egyptian sepulchres, but it is so difficult to be understood that no one has been able satisfactorily to decipher it. As men became more civilized, and had more frequent communication with each other, either as merchants or conquerors, they felt the inconvenience of this method, and, to use an old proverb, as necessity is the mother of invention, men began to fix upon some arbitrary signs simpler than hieroglyphics, which, when combined, became an index to the thoughts of the mind. The progress of this must necessarily have been slow and rude. Letters are supposed to have had a Hebrew origin, from whom the Phœnicians, and thence the Greeks, through Cadmus, obtained them about 1550 B.C.

(b.) The English alphabet (the word alphabet being a compound of the two first letters of the Greek—alpha, beta, and these again derived from the Hebrew—aleph, beth), is derived from the Saxon and consists of 26 letters.

(c.) It is very imperfect, being both redundant and deficient; redundant, in that *c* and *q* represent the same sound as *k*, and *x* the same sound as *ks*; and deficient because we have no letters to represent the Latin sounds *sh*, *th*, and *ch*, &c.

Q. 6. (a.) "Define grammar, distinguishing the art from the science."  
As answered by No. 10.

(a.) As a science it accounts for the reason of what it teaches; as an art it treats of the application of rules before determined, according to the general principles of language, which rules are more or less subject to the laws common to all languages, yet many of them arise out of established usages which have grown into rules. Grammar is usually divided into four parts—orthography, etymology, syntax, and prosody. To these orthoëpy should be added.

Q. 7. (a.) "Mention the several parts of speech, taking them as ten, nine, eight, and three;"

(b.) "With the definition of each."

(c.) "Which are capable of inflection in the English language?"

(d.) "Illustrate by examples."

As answered by No. 7.

(a.) Article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection, and participle. If we consider the participle as forming a part of the verb, we shall then have but nine; and if of the remaining nine we take the article to be an adjective, we shall have only eight parts of speech; and if we further consider that of these eight the pronoun and adjective are a species of noun, the adverb, preposition, conjunction, interjection as *particles*, we shall finally have only three parts of speech; the noun, the verb, and the particles.

(b.) We define an *article* to be a word added to a noun to show the extent of its meaning; a *noun*, the name of anything concerning which we can converse; an *adjective*, a word used to qualify a noun, as *good*; a *pronoun*, a word used instead of a noun; a *verb*, a word which expresses action, existence, or passiveness; an *adverb*, a word used to qualify an adjective, a verb, or other adverb; a *preposition*, a word used to show the relation one noun bears to another when placed in the same sentence; a *conjunction*, a word used to couple two or more words or phrases, as *and*; and an *interjection*, a word used to express surprise, or a sudden emotion in the mind of the person speaking, as *Oh*!

The following are instances of the parts of speech in order: *a, man, good, he, fight, well, on, and, Oh*!

Part of the same as answered by No. 2.

(a.) Taking the parts of speech as ten, we have article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection, and participle; taking them as nine we leave out the participle; as eight we omit the article; and taking the parts of speech as three, we have noun, verb, and particle. Article is a small word (from *articulus*, a little member) put before a noun to show the extent of its meaning, as "the house."

(b.) A noun is the name of anything which we can see, feel, hear, or imagine to have existence, as hat, wound, voice, virtue—(from *nomen*, a name). An adjective is a word qualifying a noun, as "a dirty face"—(from *adjectum*). A pronoun is put for a noun to prevent the too frequent recurrence of the noun, as, "O sing unto the Lord a new song; with *his* own right hand, and with *his* holy arm hath *he* gotten *himself* the victory"—(from *pro nomen*). A verb signifies to do, to be, or to suffer, as "I strike the table," "I sit," "the master is obeyed"—(from *verbum*, a word, and it is so called because it is the principal word in a sentence). Adverb is a word joined to a verb or to an adjective, to strengthen the signification, as a "very good man," "rejoice greatly"—(from *ad verbum*). Preposition is a word placed before the noun which it governs, as "he ran against him"—(from *pre-positus*). A conjunction is a word joining two words or two sentences together, as "smite and slay," "he came unto his own, and his own received him not"—(from *con-jungo*). An interjection is a word thrown into a sentence expressing some feeling of the mind, but which does not alter



the grammatical construction of the sentence, as "Then said I, Ah! Lord God!" A participle is a word generated from the verb having an active or passive signification, as "striking the ground," "[they] perished together."

(c.) Only the verb, noun, and pronoun are capable of inflexion, as "I struck the boy," "he, his, him," "mountain, mountain's top."

- Q. 8. (a.) "Distinguish nouns substantive as common and proper.  
 (b.) as concrete and abstract.  
 (c.) as simple and compound.  
 (d.) as radical and derived."

As answered by No. 3.

(a) A proper noun is the name of an individual, a common noun is the name of a class which contains many individuals, each of which may be designated by the same name.

(b.) Concrete nouns also stand for substantives possessing certain qualities, or in other words, real object, and abstract nouns for the ideas of particular qualities which we get from contemplating concrete substances, and mentally abstracting those qualities in which they agree.

(c.) The following examples will illustrate simple and compound nouns, knife, breeze, pen-knife, sea-breeze.

(d.) A radical word is one which is not derived from any simpler word, and, as such, is opposed to a derived word.

- Q. 9. (a.) "What do you mean by gender?"  
 (b.) "by number?"  
 (c.) "by case?"  
 (d.) "How are they severally indicated in the English language? Mention any rules with which you are acquainted, and illustrate by examples."

As answered by No. 5.

(a.) Gender, the distinction of sex is sometimes denoted by the *termination* of the word, and sometimes by an entire change of the word. The latter is the most usual, but it is also varied in some cases by the addition of a prefix, as *cock-sparrow*.

(b.) Number, showing the difference between one or more objects, is varied in several ways, the variations being regulated by the form of the word in the singular. The general rule is, that the plural is formed by an addition of *s* to the singular, but to this there are several exceptions.

Nouns in *s*, *sh*, *ch*, *x*, *o*, form their plurals by the addition of *es*.

Nouns ending in *f* reject the *f*, and take *ves*. To this rule there are some exceptions.

Some are formed by a change of vowel, as *man*, *men*. Those in *y* form regularly by the addition of *s*, unless the final *y* be preceded by a consonant; in this case *y* becomes *ies*. This may appear strange, but we must remember that the *y* is in reality *ie*, as the older authors constantly write it. If we consider it in this light we shall find they form quite regularly by the addition of *s*, thus *fairy*, old form, *fairie*; plural, *fairies*. The old plural was *en*, as *ox*, *oxen*, *cow*, *cowen*, or *kine*.

(c.) Case is the inflexion of a noun or pronoun, the different forms

into which it falls. It is usually said, and it may perhaps be the surest method of teaching the elements of grammar, that there are three cases—the nominative, objective, and possessive, but if we consider these according to the meaning of the word case, an inflection from *cedo*, we shall find that in reality there is but one, viz., the possessive. The nominative is in all cases the unaltered word, and it is only in a few of the pronouns *him*, *her*, &c., that we find a true case of the object. The possessive and objective cases are usually said to be governed by some preposition, as *for*, *of*, *by*, &c.; but if we pursue this argument we may have as many cases as we have words to govern them. On the whole it would be more correct not to insist on the word *case*, but to regard the nominative as the subject, and the objective as the object of the verb, recognising the possessive as the case of possession.

Q. 11. (e.) "Give a table of tenses, and illustrate by comparison with the Latin verb." As answered by No. 7.

(e.) Of tenses there are three:—1st, the past; 2nd, the present; and 3rd, the future; and each of these times may be regarded either as *perfect* or *imperfect*, thus—

Present.		Past.		Future.	
Imperfect.	Perfect.	Imperfect.	Perfect.	Imperfect.	Perfect.
I am loving.	I have loved.	I was loving.	I had loved.	I will love.	I will have loved.
Amabo.	Amavi.	Amabam.	Amaveram.	Amabo.	Amavero.

Besides these there is another tense called the aorist or indefinite tense, which speaks of an action indefinitely, as *I loved*; this is also called the historic tense, and in Latin it is of the same form as the perfect present, being *amari*, &c.

Q. 13. (a.) "How is the presence of a Greek root indicated in English words?"

(c.) "Give in an orderly manner, with explanations and illustrative examples, the Greek and Latin roots answering to the English words put, place, set and range, with their combinations and opposites."

(d.) "Give the roots of the Latin words *cedo*, *cædo*, *cado*, as they appear in English words, with examples."

As answered by No. 7.

(a.) By certain letters which are found in those words that are derived from the Greek; these letters are principally the Greek *theta*, which is found in the words, "theatre," "hypothesis," "synthesis," &c.; the Greek *chi*, which is found in the words "archdeacon," "tetrarch," &c. The Greek *psi*, which appears in the form of *y* in English, as in "synthesis," "mystical," "myth," "mythical," &c., and the Greek *rho*, which corresponds in English to the letters *rh*, as in "rheumatism," &c. Sometimes the presence of a few Greek words is indicated by the terminations. The principal Greek terminations are *cism*, *ic*, *is*, and others.

English.	Latin.	Greek.	Derivatives.
put,	pono,	tithæmi,	composition, and synthesis.
place,	loco,		
set,	statuo,	tatto,	constitution, and syntax.
range,	ordino.		

(d.) Latin Word.	Root of Present and its Derivatives.	Root of Supine, and its Derivations.
Cedo . .	Root of Pres. Ced. Derivatives; accede, concede, precede, proceed, recede; also precedent, and ante- cedent.	Cess. Derivatives; accession, conces- sion, precession, procession, &c.
Cado . .	Cad and Cid. Hence, cadence, coincidence, accident, incident, &c.	Cas. Case, occasion.
Cædo . .	Cide. Suicide, fratricide, matricide, patricide, infanticide, &c.	Cæs. and cis. Incision.

- Q. 14. (a.) "What do you mean by a sentence and a clause?"  
 (b.) "What is a proposition, and how is it logically divided?"  
 (c.) "What are concord and regimen, and how do each affect  
 the form of words in English?"

As answered by No. 7.

(a.) A *sentence* is a combination of words which contain full and complete sense. A *clause* forms only a part of a sentence, and is known by being contained within any two stops, which come directly one after the other.

(b.) A *proposition* is a sentence in which anything is asserted or denied, as "He is a man," or "He is not a man." It is divided logically into three parts; 1st, the *subject*, or that of which anything is spoken; 2nd, the *predicate*, or what is said of the subject; and 3rd, the *copula*, which connects the predicate and the subject. This copula is generally some part of the verb *to be*.

(c.) *Concord* is the agreement existing between certain parts of speech which come together in a sentence. The *regimen* shows how one part of speech is governed by another in the same sentence, &c. The changes regimen and concord effect in our language are not so numerous as in Latin.

- Q. 15. (a.) "Write down from memory the fourth article, attending to the punctuation." As answered by No. 3.

(a.) Christ did truly rise again from death, and took again his body, with flesh, bones, and all things appertaining to the perfection of man's nature, wherewith he ascended into heaven, and there sitteth at the right hand of God, until he shall return to judge all men, at the last day.

Christ—noun proper, m. gen., sin. num., nom. case to the v. rise.

truly—adverb, qualifying verb rise.

did rise—neut. verb, indic. mood, past tense, third per. sing., agreeing with Christ.

again—adverb, qual. rise.

from—preposition, governing obj. case.

death—noun common, neut. gen., sin. number obj. case, gov. by prep. from.

and—cop. conjunction, coupling rise with took.

took—verb act., indic. mood, past tense, third pers. sing., coupled by and with rise.

again—adv.

his—poss. pron., 3rd person sing.

body—noun com., n. gen., sing. num., obj. case, gov. by took.

with—prep.

flesh—n. com., n. gender, sing. number, obj. case, gov. by with.

bones—n. com., n. gender, plural num., obj. case, coup. by and understood to flesh.

and—conj. cop.

all—indef. pron.

things—n. com., n. gen., p. num., obj. case, coupled by and to flesh.

Appertaining—pr. participle, n. gen., p. num., obj. case, agreeing with things.

Q. 16. (a.) "What relation does grammar bear to logic, rhetoric, and poetry?"

(b.) "By what marks is poetry distinguished from prose as regards the form?"

(c.) "Illustrate by a reference to the poetry of the Hebrews, of the Greeks and Romans, of the Anglo-Saxon, and of the modern English."

(d.) "Define the words, verse, metre, scansion, accent, rhythm, rhyme, and stanza."

As answered by No. 3.

(a.) One distinguishing mark of poetry is its division into verses, and another its regular accent and rhythm. This was not the case, however, with the poetry of the Hebrews, the distinguishing mark of which was parallelism. The Greeks and Romans attended only to the measure, and in this respect differed from the Anglo-Saxons and modern English, who make accent the chief object of attention in their poetry.

(d.) Verse, derived from *verso*, is applied to single lines of poetry, and signifies the turning back from the end of one line to the beginning of the next.

Metre signifies the measure of poetry, of which there are several kinds. Scansion is the dividing poetry correctly into the separate feet of which the metre is composed.

Accent is the elevation of the voice on one particular syllable.

Rhythm *ρυθμος* is applied to the uniform flow of poetry, whether with regard to quantity or accent. If taken literally, it is nearly equivalent to "metre."

Rhyme; from *ῥέω*, is now applied exclusively to distinguish blank verse from poetry in which the last words in alternate lines of the stanza correspond in sound.

A stanza consists of 2, 3, 4, 6, 8, and sometimes 10 lines of poetry, often of different lengths, and rhyming in *d*, sometimes in pairs, or by alternate twos or threes.

**SPECIMENS of ANSWERS to the EXAMINATION PAPER in MUSIC, as set to all the Students, by the Rev. THOMAS HELMORE, Vice-Principal.**

**NOTE.**—The Senior Pupils were requested to commence with Question 18, and to take as many of the earlier questions as time would allow, after the latter portion of the paper had been answered.

**Q. 1.** “What characters are used in modern music to represent the pitch of musical sounds?” As answered by No. 7.

The staff, the cleff, and key-signature.

The same. As answered by No. 31.




Clefs, sharps, flats, naturals, situation of notes on the stave.

**Q. 2.** “What their duration?” As answered by No. 7.

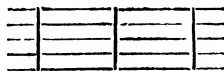
Notes of different shapes, certain symbols, certain words, and the time signature.

**Q. 3.** “Write down the following characters, and explain their names and uses:—stave, clefs, bars, double bars, repeats, sharps, flats, naturals, double sharps, double flats, breve, semibreve, minim, &c., ledger lines, rests.” As answered by No. 19.

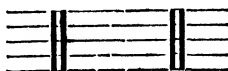
===== Stave, or five parallel lines, on which the notes are placed, to show their relative positions and pitch; the notes are placed on the lines and in the spaces.

Clefs are characters placed at the beginning of every stave, <sup>\*</sup> to show by what voice the composition is to be sung; there are three clefs used in music, the Sol or treble clef, written....  it stands on the second line of the stave, and shows that the composition before which it is placed, must be sung by treble voices. The tenor and alto, or Do clef, written....  shows that the line which passes through the body of the clef, is Do; the tenor clef stands on the fourth, and the alto on the third line. The Fa or bass clef, written  shows that the fourth line on which it stands is Fa.

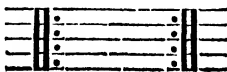
Bars are lines drawn vertically across the stave, their use is to divide the music into certain portions called bars, which must contain a certain number of crotchets each, they are written



Double bars are used when there is a change of time, or any alteration in the style, and also at the end of the composition, written . . .



A repeat, is a sign used to denote when we should return and sing the piece over again it is written . . .



the first shows how far back we are to go and the second from how far.

Sharps are signs in music, and are used to denote the raising of a note a semitone, they are written



Flats are signs used to depress a note a semitone, they are written



Naturals are used after the notes have been raised by a sharp, or lowered by a flat, to bring them to their natural sounds, written



Double sharps raise the note a tone, written



Double flats lower the notes a tone, written



Breve is a note that equals four crotchets, a minim half a breve, and so on with the others :—



Breve.

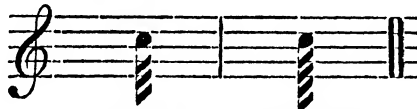
Semibreve.

Minim.

Crotchet.

Quaver.

Semiquaver.



Demisemiquaver.

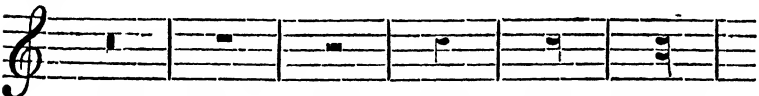
Double demisemiquaver.

Ledger lines are lines put either above or below the stave, according as the notes go higher or lower:



Ledger lines.

Rests are signs used to denote a rest from singing, there are as many rests as there are notes :—



Breve rest.

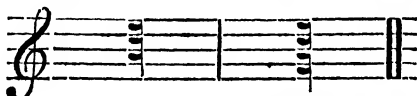
Semibreve rest.

Minim rest.

Crotchet rest.

Quaver rest.

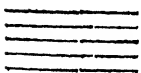
Semiquaver rest.



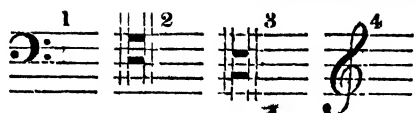
Demisemiquaver rest.

Doubledemisemiquaver rest.

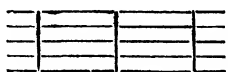
The same. As answered by No. 26.



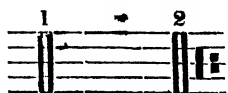
is a stave, which consists of five parallel lines, and on which the notes are placed, to enable us to know what sound to make.



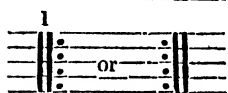
are clefs, which are placed at the beginning of a staff, to show what voices are proper to sing the notes before which the clefs are placed. No. 1 is the Fa or bass clef; 2 is the tenor or Do clef; 3 is the counter-tenor clef; and 4 is the Sol or treble clef.



are bars. These are used to divide music into equal portions for the purpose of keeping time.



are double bars, which are placed after a strain, or at the end of a piece of music. No 1 is used after a strain, and 2 at the end.



is a repeat, which, when placed after a piece of music, means that it is to be repeated from the sign—*S*, or from the beginning.

A sharp (*#*) placed before a note raises that note a semitone higher.

A flat (*b*), if placed before a note, lowers it a semitone.

A natural (*n*) is used to bring a note back to its former pitch, after it has been raised by a sharp or lowered by a flat.

Flats and sharps are used in the transposition of music from one scale to another, and instead of being placed immediately before the notes which they affect, they are placed at the commencement of each staff, on the respective lines or spaces which the sharp or flat notes occupy, and are called the signature of the scale.

Double sharps (*x*) or double flats (*bb*) are used on the same principle as sharps and flats, with this difference, that a double sharp raises a note a tone, and a double flat lowers it a tone.

No. 1 is a breve; 2, a semibreve; 3, a minim; 4, a crotchet; 5, a quaver; 6, a semiquaver; 7, a demisemiquaver; and Nos. 8, 9, 10, 11, 12, 13, and 14, are their respective rests.



A breve = 2 semibreves = 4 minims = 8 crotchets = 16 quavers = 32 semiquavers = 64 demisemiquavers.

Rests are used to mark silence; a breve rest signifies that we are to keep silence the same length of time as a breve would occupy in singing; and so for the others.

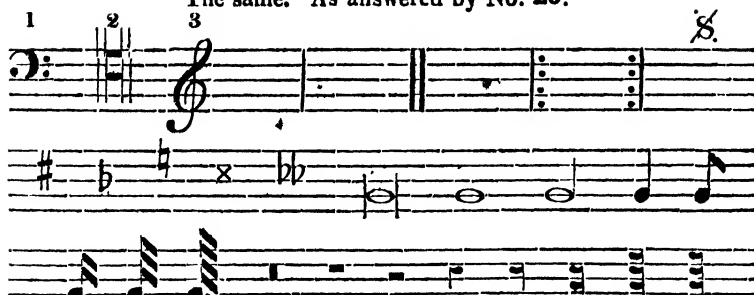
When it is necessary to use notes which are higher or lower than

can be placed on the staff of five lines, it is customary to use ledger lines, thus



The small lines above and below the stave are called ledger lines.

The same. As answered by No. 20.



A staff is composed of five parallel lines, which is used to determine the sounds and pitch of the notes. It is that on which the notes rest.

Clefs are characters at the beginning of the staff to determine the pitch of the notes. Their origin is from old Gothic letters.

Bars are used to divide the music into equal parts.

Double Bars are used at the end of a full sense[,] or composition.

Repeats denote that a piece of music is to be repeated from a certain place where the repeat is placed.

A sharp is used to raise a note a semitone.

A flat to lower it a semitone.

A natural to restore a flattened or sharpened note to its natural position.

Double sharps raise a note a tone higher.

Double flats lower a note a tone.

A breve (brevis) is the longest note we use in modern times; in ancient times it was the shortest.

\* \* \* \* \*

A semibreve (semi brevis) \* \* \* is half the length of the breve and consists of two minims.

Minim (minimus) is half of a semibreve, and consists of two crotchets.

Crotchet[s] is half of a minim, and consists of two quavers.

Quavers and semiquavers &c., in the same way, consist of two of the next notes and are half of the former ones.

Ledger lines are small lines above and below the staff, and are used when the staff is not sufficient.

Rests are to show the singer where he is to rest and answer to the different kinds of notes.

Q. 4. "What is musical accent?" As answered by No. 11.

A slight stress placed upon a note, to mark its place and relative importance in the bar.

Q. 5. "How many kinds of time are there?" As answered by No. 11.

Two, common and triple. These are again divided into triple [simple] and compound.

Q. 6. "Write the signatures of the principal modes of time."

NOTE.—This question was not well answered by any, the following by No. 11 is given as a specimen of the best.



♩ C  $\frac{2}{4}$   $\frac{3}{4}$   $\frac{6}{8}$ , &c.

Q. 7. "Of what does a measure of cathedral common time consist?"  
As answered by No. 20.

Four minims in a bar.

Q. 8. "Write down some of the principal marks and terms regulating the degree of loudness in music." As answered by No. 16.

Fortissimo, very loud; forte, loud; mezzovoce, the middle voice; piano, soft; pianissimo, very soft.

Q. 9. "Mention some of the terms regulating the fastness or slowness of the progression." As answered by No. 13.

Largo, slowly; larghetto, not so slowly as largo.

Adagio, not too slow but with expression.

Andante, easily moving onwards; andantino, rather slower than andante.

Allegro, quickly and cheerfully; allegretto, not so quick as allegro.

Presto, very quickly; prestissimo, as quickly as possible.

Q. 10. Give a short account of the major diatonic scale." As answered by No. 18.

A major diatonic scale is a succession of eight sounds, the intervals between which consist of tones and semitones: in the diatonic scale there are five tones and two semitones, the latter occur between the third and fourth sounds, and between the seventh and eighth sounds.

The same. As answered by No. 28.

The major diatonic scale consists of eight notes leading successively from the tonic to the octave.

Q. 11. "What intervals are derived from it?" As answered by No. 7.

From the diatonic scale are derived the intervals of seconds, thirds, fourths, fifths, sixths, sevenths, and octaves. Of the seconds which are derived from it there are two kinds, the *major* containing a *whole* tone, and the *minor* containing a *semitone*. Of the thirds there are also two, the *major*, containing two tones, and the *minor* a [tone and a] *semitone*. Of the fourths there are also two, the *perfect* containing two tones and a *semitone*, and the *tritone* containing three tones. There are two kinds of fifths deduced from this scale, the *perfect* containing two tones and two semitones, and the *imperfect* containing three tones and a semitone. Of the sixths again there are two kinds, the *major* containing four tones and a semitone, and the *minor* containing three tones and two semitones. Of sevenths, two kinds, the *major* containing five tones and one semitone, and the *minor* four tones and two semitones. Of octaves, there is only one kind, containing the interval of five tones and two semitones.

The same. As answered by No. 11.

5 major and 2 minor seconds,

3 major and 4 minor thirds,

6 perfect fourths and 1 sharp fourth.

To these may be added their inversions.

6 perfect fifths and 1 flat fifth,

4 major and 3 minor sixths,

2 major and 5 minor sevenths.

The same. As answered by No. 31.

Major and minor. In the diatonic scale there are five major and minor seconds; the third and seventh of every major scale has a minor second. Thirds are divided into major and minor; the major third contains two tones, the minor one tone and semitone. There are three major thirds in this scale, viz., [those of] the tonic, subdominant, and the dominant. Fourths are divided into perfect and tritone, the perfect fourth contains two tones and a semitone, the tritone three tones. There is but one tritone in the major scale. Fifths are divided into perfect and imperfect, the perfect fifth contains three tones and a semitone, the imperfect two tones and two semitones. There is but one imperfect fifth in this scale, and that the seventh has. Sixths are divided into major and minor; the major sixth contains four tones and a semitone, the minor three tones and two semitones. The mediant, submediant, and sensible have minor sixths. Sevenths are divided in major and minor; the major contains five tones and one semitone, and the minor four tones and two semitones. The tonic and subdominant have major sevenths.

Q. 12. "Write the major scale in all the ordinary keys and mark by a slur the places of the semitone." As answered by No. 11.



Q. 13. "By what term is this process of changing any piece of music from one key to another expressed?" As answered by No. 11.  
By the term transposition.

Q. 14. "What is the change of key in the same piece of music called? Give examples." As answered by No. 16.

Modulation; as in Gibbon's 'Te Deum,' in the key of F, modulates into the key of C on the third bar.

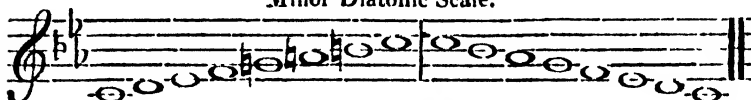
Q. 15. "Are there any intervals commonly used which are not derived from the diatonic scale?" Not well answered, perhaps the best specimen is by No. 2.

The extreme sharp intervals and the extreme flat intervals.

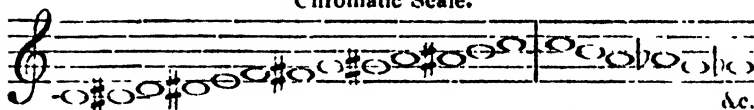
Q. 16. "What other scales have we in modern music beside the major diatonic? Give examples." As answered by No. 7.

The *minor* diatonic, the chromatic, and the *enharmonic*. For example to the two former—

#### Minor Diatonic Scale.



#### Chromatic Scale.



The *enharmonic* scale is distinguished by its having intervals of less value than *semitones*.

The same. As answered by No. 26.

There are *minor scales* and *chromatic scales*. In *minor scales* the *semitones* fall between the second and third and the seventh and eighth ascending, and between the sixth and fifth and third and second descending.

In the *chromatic scale* the intervals are all *semitones*.

The same. As answered by No. 30.

*Chromatic scale*. Each of the five tones in the *diatonic scale* is divided into two *semitones*, which makes in the whole twelve *semitones*, with *mi* and *fa*, which are naturally a *semitone* apart. If the note is named after the note above, it is called *flat*; if after the note below, *sharp*.

Q. 17. "Define music." As answered by No. .

Music may be defined to be both an art and a science. As far as regards the theory of sound, of melody and harmony of progression, counterpoint, and the like, it is a science, and no doubt a *very deep* as well as interesting one. Taken, however, with regard to its practice or performance, it is an art; and between the art and the science of music there is a wide difference. To the union of these two, in an eminent degree, we owe the greatest masters that have ever adorned the pages of musical history.

The same. As answered by No. 7.

Music is that science which treats of the proper arrangements of sounds necessary for the formation of what is termed melody or harmony, or, in other words, it is the science by which sounds are arranged to obtain a pleasing effect.

The same. As answered by No. 11.

Music is the art of ordering sounds heard in succession, and their combinations heard simultaneously in such a manner as to give pleasure to the ear.

There can be no doubt but that the art of music had its origin during the earliest ages. Before the invention of letters, barbarous nations were obliged to entrust the records of their transactions to tradition : and verse and song seem to have been employed by them all as an assistance to the memory. Of the music of the most ancient nations, the Egyptians, Hebrews, Phœnicians, and Thracians, &c., nothing is known beyond [*this*], that they had musical instruments of the wind and stringed [*kind*] as well as the pulsatile. Of the music of the Greeks in the more advanced part of their history, very little is known. About the middle of the fourth century, Flavius, bishop of Antioch, established a regular chorus, two parts singing the Psalms of David. Towards the end of the same century, Ambrose, bishop of Milan, chose four modes in which applied the service of his church, Dorian, Phrygian, Æolian, Mysæoydian. To each of these [*i.e. the authentic modes*, T. H.] which were called the authentic modes, Pope Gregory the Great added the Plagal mode. The same Gregory banished from the music of the church the rhythm of poetry, and established the plain chant or canto fermo, in which the notes are all of equal length. The Pope also applied seven letters of the Roman alphabet to the notes of the scale.

The invention [*or*] of the notation of music was Guido. He also invented counterpoint. Harmony owes its invention and cultivation to the church.

Q. 18. "How is music divided with regard to the means of producing it?" As answered by No. 3.

Music may, as regards the means of producing it, be divided into two parts, vocal and instrumental.

The same. As answered by No. 7.

Into vocal music, or that which is produced by the voice, and instrumental, or that which is produced by instruments, as the organ, &c.

Q. 19. "How in respect of the end for which it is employed?" As answered by No. 2.

Into sacred, and secular or profane.

Q. 20. "How does Dr. Crotch divide it with respect to style?" As answered by No. 3.

Dr. Crotch in respect of style makes three divisions—the sublime, the beautiful, and ornamental. The first of these divisions comprehends all that is lofty, vast, elevated and intricate. Music may also be sublime from its extreme simplicity. The second or ornamental

[*beautiful*, T. II.] style consists of music in which the melody is soft and sweet, the measure flowing, and the harmony simple. The ornamental style is distinguished by broken or interrupted harmony, unexpected cadences, bold and florid melody, and the like. Each of these styles, however, has a tendency to run into some other. Thus it is often difficult to decide between the sublime and beautiful, and the beautiful and ornamental.

The same. As answered by No. 5.

Into three distinct styles—the sublime, the beautiful, and the ornamental. Of these, Dr. Crotch remarks, that as they precede each other in order of time so they also do in degree of importance. Perhaps the greatest proportion of sublime music will be found in the church compositions of the earlier and middle ages. The remains of ancient church music, found in the melodies of the Ambrosian and Gregorian chant, and other compositions, though simple in their character, exhibit true indications of the sublime walks of the musical science. Some of these specimens we find embodied in the compositions of the 15th and two following centuries. As an instance of this, the anthem, “Bow thine ear,” by Bird, the music-master of Queen Elizabeth, may be adduced.

The works of Tye, Tallis, Bird, Gibbons, and Morley, are true exemplifications of this style. The other two styles abovementioned, the beautiful and ornamental, are inferior, though more pleasing and attractive to a person ignorant of the beauties of the science.

The same. As answered by No. 11.

Into sublime, beautiful, and ornamental.

*Sublime* (he says) is founded on principles of vastness and incomprehensibility.

*Beautiful* is the result of smoothness, softness, delicacy, &c.

*Ornamental* is the result of roughness, playful intricacy, and abrupt variations.

Q. 21. “How is music divided in respect of the successive and combined arrangement of sounds?” As answered by No. 3.

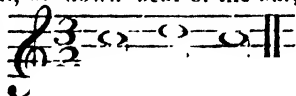
As regards the different succession and arrangement of sounds, music may be divided into melody and harmony; melody being a pleasing succession of single, harmony of combined sounds.

Q. 22. “What is a musical foot?” As answered by No. 1.

A musical foot is a measure with one principal accent; thus we have the Trochaic, Iambic, Pyrrhic, Anapestic, Dactylic and Amphibrachic feet, which answer to those used in poetry.

The same. As answered by No. 7.

A portion of melody which contains one principal accent and is equal in value to a measure. If the musical foot were to commence on the first accent, or down beat of the bar, it would then coincide precisely with the measure, thus :



The same. As answered by No. 8.

A musical passage containing one principal accent, is styled a foot. This may, or may not, correspond to a bar. If the piece begin on an unaccented part it will not correspond with the bar; but as it does, it will. (See an instance of the former in the present version of the "Evening Hymn," and of the latter in "God save the Queen.")

Q. 23. "A phrase." As answered by No. 3.

A phrase is a portion of melody containing no [a, T. II.] distinct idea, and consists of two feet. It is \*\*\* of the utmost importance that a correct knowledge of phrases be attained by musical performers, since on what is called the phrasing of melody depends the correct performance of any piece of music, which, without attention to these necessary divisions, would become a mere succession of sounds. We may aptly illustrate this by reading a passage of poetry, and again merely pronouncing the words of which it is composed without reference to their connexion.

Q. 24. "A section." As answered by No. 8.

A section of two phrases. A foot is sometimes termed a metre, a phrase a diameter, and a section a tetrameter.

Q. 25. "Give the harmonic names of the notes of the diatonic scale." As answered by No. 3.

The notes of the scale, according to their position, are named harmonically thus, tonic, supertonic, mediant, subdominant, dominant, submediant, sensible, and octave.

Q. 26. "Give the common chord of each of these, and show its character." As answered by No. 3.

The common chord of the first of these (the tonic) [constitutes a perfect triad], and consists of two dissimilar thirds and a perfect fifth.

The common chord of the supertonic will be in the minor mode, because, though it contains the same intervals as the triad formed by the tonic third and fifth of the scale, yet they are arranged in a different order. The minor third comes first, and thus gives the characteristic to the harmony.

Of the mediant, the chord is also minor, for the same reason.

The chord of the subdominant is major.

dominant is always major.

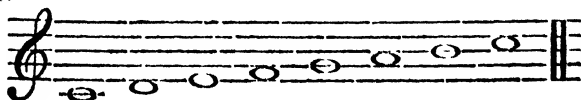
submediant is minor.

sensible forms diminished harmony, the notes which form its triad containing two lesser thirds.

The chord of the octave is the chord of the tonic.

The same. As answered by No. 11.

The common chord of each note in the scale. Suppose in the scale Do.



Tonic.      Super-      Sub-      Sub-  
tonic.      tonic.      dominant.      dominant.      median.      median.      Sensible.      Octave.

do      re      mi      fa      sol      la      si      do.

Each of these chords constitute[s] what is called the harmonic triad ; some of which are major, and the other minor. The latter are distinguished from the former by the nature of the first third, which is termed the minor third. A triad is the combination of three sounds, the first with its third (major and minor) and fifth.

The same. As answered by No. 12.

The first, fourth, fifth, and eighth, of the chords of the tonic, subdominant, dominant, and octave, are major chords, because they have the major or greater third. The second, third, and sixth, or the chords of the supertonic, mediant, and submediant, are minor, because they have the lesser third. The chord of the seventh, or sensible, is diminished [*imperfect*] harmony, because it consists of two minor thirds.

Q. 27. "Set down the following chords, taking any note whatever for the key-note—tonic, subdominant, dominant, relative minor tonic." As answered by No. 11.

Q. 28. "Transpose this exercise into the key a lesser third higher." As answered by No. 11.

When transposed into a key a lesser third higher, it is thus :

Suppose La to be the key-note.

Transposed.

N.B. Each of the chords was given correctly, but the order was changed.—T. H.

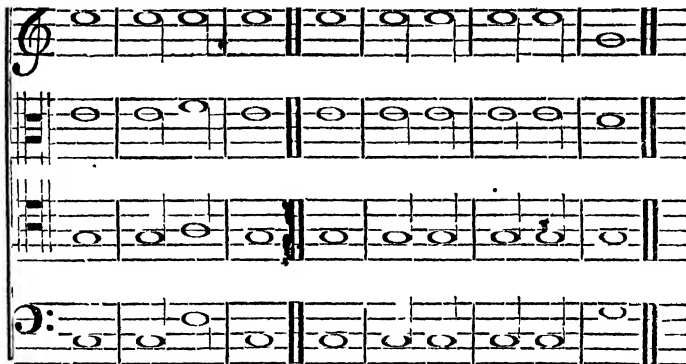
Q. 29. "Take any of the 'Ecclesiastical Chants' and explain the harmony." As answered by No. 7.

In this chant, No. 54, the first and second chords are those of the tonic ; the third, that of the subdominant ; and the fourth, that of the tonic. This comprehends the first section of the chant, and the cadence it ends on is called the *plagal cadence*.

The first, second, third, fourth, and fifth chords of the last section

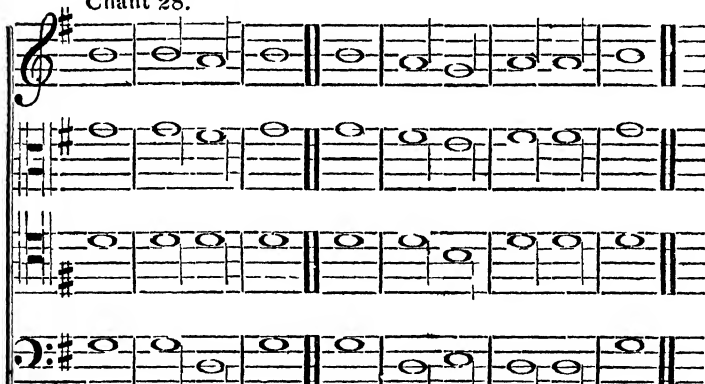
are all the same chord, viz., the chord of Do, or the tonic. The sixth chord is that of the dominant of the key, or Sol, and the root of the harmony is found in the tenor. The cadence, on which the last section terminates, is the *imperfect* cadence. \* \* \*

## Chant 54.



The same. As answered by No. 11.

## Chant 28.



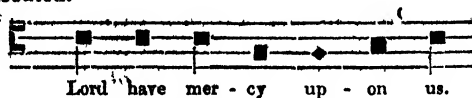
The first part of this chant, which is in the key of Sol, is made up of the chords of tonic and dominant. The two first chords after the double bar are the chords of the tonic and dominant; next which follows the chord of the relative minor. The dominant harmony follows in the next two chords, and the last chord is that of the tonic—thus constituting the authentic, or perfect cadence.

Q. 30. "How does the notation of the ancient ecclesiastical music differ from the modern? Show the peculiar advantages of the latter." As answered by No 5.

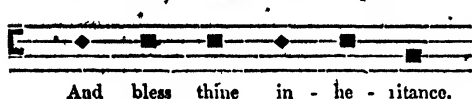
The notation of the ancients was much more limited than our present system. In the time of Ambrose, A.D. 384, musical characters consisted of four lines, with notes placed alternately, as now on lines and spaces. At the head of the staff were placed some of the Greek letters to denote the relative *pitch* of the sounds; these, after under-



going many modifications of shape, form the origin of our modern notes. [*In singling from the old notation the clef need*] not represent any fixed sound but only the key-note. \*\*\* The notes generally used were the long, or maxim, the breve, and semibreve; the lengths of which were reckoned more in relation [*to the syllables*] than by any fixed standard of time. Much was thus left to the taste or discretion of the performer. To this system, the modern is [*for general purposes*] far superior, as we have a distinct symbol to represent almost every effect the composer may wish produced. Arbitrary signs, marking certain fixed sounds, are known and used by all musicians. Regular rules are established, determining the composition of melody and harmony, and by these means, combined with most minute and accurate laws regarding time, music, more especially concerted, is now written and performed, which, under the old system could never have been executed.



Lesser litany.

The two chants used  
for the responses  
after the creed.

In the responses, where the sentence is terminated by a monosyllable, the chanter falls a minor third on the word preceding the monosyllable, and then rises a whole tone for the last word.

In the case of a dissyllabic termination, the only cadence is that of a minor third on the last word.

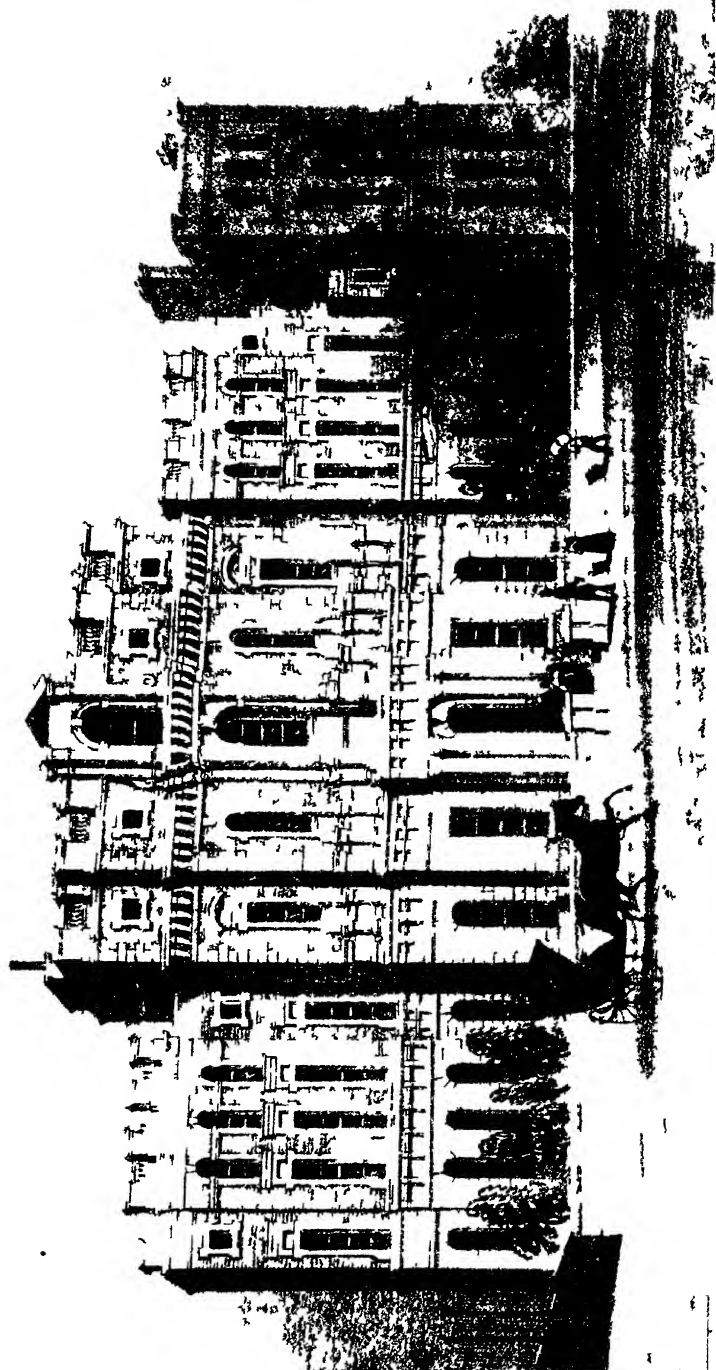
It will be seen, that in this notation, the clef has no definite place in the stave, nor does it represent any arbitrary sound, but is used to signify the key-note of the scale in which the music is written. By this use of the clef, we are enabled to bring the notes of any voice within the compass of four lines. But the greatest advantage is, the time of each note not being absolutely, but only relatively determined, the performer is enabled to adapt the music more readily to the words than he would otherwise be, and so to give effect to the subject of the music, as well as the mere intonation.

Q. 31. "Give, as well as you are able from memory, the old notation of the chant used in the cathedral service to the lesser litany and versicles after the creed. Has it any advantages over the modern notation." As answered by No. 12.

The advantage the ancient style has over the modern, is that it allows a more unrestrained attention to the syllabic time of the words.

NOTE.—Some slight corrections in the above answers in music have been made, these have all been printed in italics and within brackets; some slight omissions have also been made, these are noticed by \*\*\*. The answers to the other papers have been printed as written by the students.





NORMAL & MODEL SCHOOLS OF THE BRITISH & FOREIGN SCHOOL SOCIETY IN THE BOROUGH ROAD

*Copies or Extracts of Correspondence from the 1st day of August, 1839, to the present time, between the Committee of Council on Education and the Committee of the British and Foreign School Society, relative to the Grant of 5,000l. to the Normal School in the Borough Road; and the Question of School Inspection.*

**EXTRACT from the MINUTES of the British and Foreign School Society of 9 August, 1839.**

THE Committee of the British and Foreign School Society having seen with much satisfaction the Report of the Committee of Council appointed to superintend the application of any sums voted by Parliament for the purpose of promoting public education, of 3rd June, 1839, in which it appears that the Lords of the Council recommend that the sum of 10,000l. granted by Parliament in 1835, towards the erection of normal or model schools, be given in equal proportions to the National Society and the British and Foreign School Society, beg leave respectfully to inquire what steps it is the wish of their Lordships that the Committee should take, in order to obtain the above grant.

They beg further respectfully to state, that they are now taking measures to effect, as soon as possible, the establishment of a new normal school on an enlarged basis, where they will be anxious to adopt any improvements that may appear desirable in the modes of instruction, and where a much greater number of persons may be trained for the important office of teacher than are at present under their instruction.

They trust that in the accomplishment of these extended views, they may meet with liberal aid from the Government, and they are anxious to ascertain to what extent such aid may be expected.

By order of the Committee,

(Signed)

WILLIAM ALLEN, Chairman.

Committee of Council on Education, Council Office,  
Whitehall, 17 August, 1839.

SIR,

I AM directed by the Lords of the Committee of Council on Education to acknowledge the receipt of an extract from the Minutes of the British and Foreign School Society of 9th August, 1839, in which the Committee inquire what steps it is the wish

of their Lordships that the Committee should take, in order to obtain the grant of 5,000*l.* for the erection of a normal or model school connected with that society.

I am to inform you that my Lords learn with great satisfaction that the Committee are now taking measures to effect, as soon as possible, the establishment of a normal school on an enlarged basis, where they will be anxious to adopt any improvements that may appear desirable in the modes of instruction, and where a much greater number of persons may be trained for the important office of teacher than are at present under their instruction.

My Lords are anxious to make the grant of 5,000*l.* to the British and Foreign School Society for these purposes, and I am instructed to furnish you with the annexed resolutions of the Committee of Council, and to inform you, in reply to your inquiries, that in order to obtain their Lordships' sanction to this grant, it will be necessary that the Committee should furnish an estimate of the whole of the proposed expenditure for the erection of the model or training school, together with an account of the amount subscribed from private sources, and of the number of young persons or children intended to be educated in the institution. The general plan of the school, together with the rules and regulations to be adopted, must be laid before their Lordships, who will further require that an account of the sums expended shall from time to time be submitted to them, and before the actual issue of the grant from the public funds, a report that the monies derived from private sources are expended.

Persons duly authorized by the Privy Council will be appointed from time to time to inspect schools aided by public grants, for the purpose of seeing that the proposed arrangements, towards which the public have been called upon to contribute, are fully carried into effect, as well in the normal and model schools of the British and Foreign School Society, as in all others that may receive aid. The inspectors appointed for that purpose will not possess or claim any right to interfere with the religious teaching, and will not claim or exercise any authority as to the discipline and management of the school, otherwise than by reporting the result of their examination to the Committee of the Privy Council, so as to enable them to prepare annual reports to be laid before Parliament.

My Lords require the observance of no other condition or engagement before the issue of the grant of 5,000*l.*

Having reference to the representations made by the Committee of the British and Foreign School Society to Lord John Russell, on the 14th April, 1838, respecting the importance of a system of inspection under the authority of a public board, to the welfare of the schools in connexion with that society, my

Lords instruct me to state, that concurring in these views of the Committee, they are willing to give as complete extension to the inspection of schools connected with the British and Foreign School Society as may be deemed desirable.

*Resolutions of the Committee of Council on Education.*

1st. Before any grant of money for the purpose of building a model or training school is sanctioned by the Committee, they will require that an estimate of the proposed outlay, an account of the proportion subscribed from private sources, and of the number of young persons or children to be educated therein, together with the general plan of the school and the regulations to be adopted, shall be laid before them. They likewise require that an account of the sums expended shall be submitted to them, and that before any such grant is issued, the sum derived from private sources shall be actually expended.

2d. The Committee will require, as an indispensable condition, that an inspector acting under their authority shall be enabled to visit every school to which any grant shall in future be made. Such inspector will not be authorized to examine into the religious instruction given in the school, but he will be directed to ask for such information as to the secular instruction and general regulations of the school, as may enable the Committee to make a report to Her Majesty in Council, to be laid before both houses of Parliament.

I have, &c.

(Signed) JAMES PHILLIPS KAY.

*Henry Dunn, Esq.*

British and Foreign School, Borough Road.

From the MINUTES of the British and Foreign School Society of 11th Oct., 1839.

AN Extract from the Minutes of the Committee of Council on Education of 24th Sept., 1839, having been presented and read, in which the following passage occurs:—

3. The right of inspection will be required by the Committee in all cases. Inspectors authorized by Her Majesty in Council will be appointed from time to time to visit schools to be henceforth aided by public money. The inspectors will not interfere with the religious instruction or discipline or management of the schools, it being their object to collect facts and information, and to report the result of their inspections to the Committee of Council.

Resolved.—That this Committee desire most distinctly to recognize the soundness of the principle, that where public money is granted, inspection should be required; and in the event of their receiving aid from Government, such inspection will be cheerfully allowed.

(Signed) Wm. ALLEN, Chairman.

MY LORDS,

British and Foreign School Society,  
16 October, 1840.

IN reference to the resolutions of your Lordships, transmitted to the Committee of the British and Foreign School Society, under date of the 17th of August, 1839, respecting the conditions on which a grant of 5,000*l.* would be made towards the erection of a new normal school, I am instructed by the Committee respectfully to state, that they are now prepared to submit to your Lordships the plans, estimates, and other particulars required by those resolutions, in order to obtain the sanction of the Committee of Council to the grant.

The minute of the Committee of the British and Foreign School Society of October 12th, which was immediately transmitted to your Lordships, having fully expressed the cheerful acquiescence of the Committee in the proposed visits of an inspector acting under the authority of the Committee of Council, it is probably unnecessary again to state their willingness to receive such inspector, and, to afford him all the information which may be wished.

The outlay required for the erection of the normal school, irrespective of furnishing and other extra expenses, is 12,600*l.*, the tender of Messrs. Haynes & Co. to complete the work for that sum having been accepted by the Committee.

The amount subscribed from private sources for this object somewhat exceeds 7,000*l.*, which, with the 5,000*l.* promised, will meet the proposed expenditure. A heavy additional outlay will, however, be required, in order to bring the institution into effective operation.

\* The number of persons for whose accommodation separate rooms are provided will be 40. But as it is anticipated that a much larger number may eventually be in attendance, arrangements have been made by which 60 may dine at the institution daily, and upwards of 100 attend the lectures and other means of instruction intended to be provided.

The arrangements of the building, together with the elevation, are exhibited in the drawings herewith submitted to your Lordships. It should however be observed, that the plans for a female establishment, which are included in the drawings, have not been adopted, the Committee thinking it better to

complete the normal school first, and to reserve the further erection for a distinct effort.

The regulations of the establishment will in all respects be in accordance with the comprehensive principles on which the society is established, and will be determined by the number of candidates and the length of time during which it may be found practicable to retain them.

I have, &c.

(Signed) HENRY DUNN, Secretary.

SIR,

British and Foreign School Society,  
15 January, 1841.

I AM instructed by the Committee to transmit to you the accompanying document, with a request that you will be kind enough to bring it under the early notice of the Committee of Council.

Yours, &c.

(Signed) HENRY DUNN, Secretary.

To the Right Honourable the Lords' Committee of Council  
on Education.

MY LORDS,

THE Committee of the British and Foreign School Society having had under their serious consideration various circumstances connected with the position in which the institution is now placed (partly in consequence of the arrangements made by the Committee of Council with the National Society), are desirous of respectfully laying before your Lordships their views on this subject.

From the year 1833, when Lord Althorpe (then Chancellor of the Exchequer) proposed to Parliament the first vote of 20,000*l.* in favour of education, up to the present time, the Government has thought fit to recognize the National and the British and Foreign School Societies, as representing the two great classes into which, on this subject, the people in England have in the main for many years been divided. In conformity with this recognition, all sums of money voted by Parliament have been allotted to the schools of the two societies, if not in equal proportions, at least on equal terms.

When Her Majesty was pleased to commit to a Committee of Her Privy Council the control and distribution of any future sums of money which might be set apart for education, and to attach thereto the condition that all schools receiving aid should be open to the visits of inspectors appointed by Her Majesty,



the society (although regretting that it was not found practicable to establish a permanent Board in which the opinions of both parties might be represented) at once expressed its confidence in the Lords of Committee of the Council, and cheerfully acceded to all the conditions on which future grants were to be made.

Since that period, however, circumstances have occurred which are calculated materially to alter the position occupied by the society.

First, The National Society (through the heads of the Church) has been allowed to make distinct and independent terms, with the Government, securing to itself, through the medium of the archbishops, the appointment and control of the inspectors for schools in connexion with the National School Society, or with the Church of England; and,

Secondly, The Lords of the Committee of Council on Education, in a letter to Sir Thomas Phillips, under date of 13th November last, informing him of their intention to grant more liberal aid for the erection of schools in the district of Monmouth, have intimated their desire that the plans of school-houses selected should be consistent with certain views as to the best methods of teaching; viz. "such as are confirmed by the experience of those parts of Europe where the greatest attention has been paid to the discipline and management of schools." Solicitude is also expressed, "that the steps taken in the selection of a schoolmaster and his assistants should be such as to warrant their unqualified approbation;" and further, "that the school arrangements, and the previous instruction of the master and his assistants," and "his training in the discipline and method adopted in such schools should be completed so as to warrant their Lordships' confidence;" and since the offer of enlarged assistance is made "subject to such considerations," it follows that the Lords' Committee of Council on Education now propose to favour by additional aid schools established on particular methods, and whose teachers are trained on certain plans.

Prior to the publication of this letter, the Committee understood that the granting of extra assistance in special cases was to depend simply on the circumstances of such district being poor and populous, and not on the adoption of plans supposed to be proved eligible by the experience of other European countries. They do not presume to offer any opinion as to the propriety of the new arrangement, but they beg particularly to call your Lordships' attention to it, as bearing on the present and future position of the society, and especially in connexion with the arrangements respecting school inspection.

From the minutes of the Committee of Council on Education, of 15th July, 1840, it appears,—

First, That before any person is recommended to the Queen in Council to be appointed to inspect schools receiving aid from the public, the promoters of which state themselves to be in connexion with the National Society or the Church of England, the archbishops of Canterbury and York be consulted by the Committee of Privy Council, each with regard to his own province, and that they be at liberty to suggest any person or persons for the office of inspector, and that no person be appointed without their concurrence.

Secondly, That the inspectors of such schools shall be appointed during pleasure, and that it shall be in the power of each archbishop, at all times with regard to his own province, to withdraw his concurrence in such appointment, whereupon the authority of the inspector shall cease, and a fresh appointment take place.

Thirdly, That the instructions to the inspectors with regard to religious instruction shall be framed by the archbishops, and form part of the general instruction to the inspectors of such schools, and that the general instructions shall be communicated to the archbishops before they are finally sanctioned.

That each inspector, at the same time that he presents any report relating to the said schools to the Committee of the Privy Council, shall transmit a duplicate thereof to the archbishop, and shall also send a copy to the bishop of the diocese in which the school is situate for his information.

In remarking on these regulations as bearing on themselves, and in expressing their belief that they will be found practically to give to the National Society the appointment and control of nearly all the inspectors, the Committee of the British and Foreign School Society trust they shall not be accused of wanting confidence in the Lords' Committee of Council on Education, but they cannot avoid the recollection that it is a body liable to change by the fluctuations of political opinion; neither should they be charged with forgetting that a distinct inspector has been appointed for schools not connected with the National Society, since even that appointment has not been made on the principle approved by the Lords of the Council, in their correspondence with other educational bodies, viz., on the ground of the party possessing the confidence of those whose schools he is to inspect. And while the Committee remember with satisfaction the liberal sentiments which were uttered by different members of the Government when this subject was before parliament, they are compelled to conclude, that the case put by Lord John Russell, in reply to an inquiry of Mr. Baines's on the 24th of July, viz., "that if the inspectors for the Church of England schools should find in their districts other schools not belonging to the Church of England, they should inspect them,

if the directors of these schools had no objection," must become the general rule; since on the one hand the number of schools on comprehensive principles in the rural districts is too small to justify the expense of a separate inspection, and on the other, the friends of a liberal system of education would be unwilling to close the doors of their school-rooms against any Government inspector, however unfriendly they might deem the party to be.

They consider it therefore more than probable,

First, That in a very few years, if not immediately, the greater part of the schools of the British and Foreign School Society, which may receive aid from Government, will be subject to the examination and report of inspectors formally indeed appointed by the Crown, but really identified with the National Society; inspectors who will be on principle directly opposed to the schools of the British and Foreign School Society, and anxious to see them superseded by others.

Secondly, That these inspectors, conscientiously attached to other principles, and desirous of promoting them by all legitimate means, will naturally wish that methods should be adopted and experiments tried in British schools, the tendency of which will be gradually to weaken the connexion at present subsisting between local schools and the parent society, and to bring them more or less under ecclesiastical supervision.

The Committee feel sure that your Lordships will not for a moment suspect them of wishing to indulge narrow or party views at the risk of hindering a great public benefit, and still less of seeking to impede the introduction of the most approved methods of instruction, but they cannot conceal from themselves the fact that under present arrangements every additional step taken by the Government in furtherance of education must necessarily tend towards the alienation of the local schools of the Society from the parent institution in London, an evil the extent and danger of which is not to be estimated by the value or worthlessness of particular methods of instruction, but by the bearing which such separation might have on the interests of education in future years, and especially on the question whether the schools of this country are to continue to be supported, in part at least, by voluntary subscriptions, or whether they are to be thrown on Government funds, and fall altogether under state control.

It is against danger, as arising from the alienation of its local schools, and the consequent weakening of the peculiar principles on which they are founded, that the National Society has guarded itself by the provisions which ensure to its Committee, through the agency of the archbishops, the power of removing any inspector whose proceedings may be unsatisfactory to them,

and by the regulation which secures the immediate transmission of the reports of the inspector to the bishop of each diocese.

Influenced by the same motives, the Church of Scotland has sought and obtained similar protection for the schools under the care of the General Assembly of the Church of Scotland. In a letter addressed to the secretary of the Education Committee of the General Assembly of the Church of Scotland, which was published in the newspapers of July last, the Committee of Council observe, "that much advantage will arise from their Lordships having the opportunity of consulting the Education Committee of the General Assembly with respect to the selection of the inspectors (*i. e.* for Scotland); before, therefore, a recommendation of any gentleman for this office is made to Her Majesty in Council, my Lords will communicate the name to the Committee of the General Assembly for their observations;" that "my Lords conceive co-operation may best be promoted by selecting, for the inspection of such schools, gentlemen who possess the confidence of the Church of Scotland, and that my Lords will at all times feel it their duty to communicate and co operate with the Education Committee of the General Assembly, and will direct copies of their inspectors' reports to be transmitted to the Committee from time to time."

It may indeed be said that the Churches of England and Scotland, as legally constituted ecclesiastical bodies, occupy a position very different from that of a voluntary society, and the fact is admitted. But, in connexion with the admission, the Committee beg respectfully to urge upon the consideration of the Committee of Council the equally important fact, that the British and Foreign School Society has for many years been justly considered to represent the views and opinions of those who advocate comprehensive principles in relation to education; that it has many times been explicitly recognized by Parliament in that character; and that the schools which have received aid from the Government have done so with the understanding that they were to be inspected by parties having the entire confidence of the parent society. They knew that the parent society advocated inspection, and they never contemplated for a moment the possibility of its being conducted under arrangements adverse to their common interests and principles.

The Committee are well aware that it is impossible for them, to have, under existing circumstances, any such control over the appointment of future inspectors as is possessed by the National Society and the Church of Scotland, nor do they ask it; but they do ask, in lieu thereof, such a check upon the proceedings of the inspectors in their schools as shall make them acquainted with the course the inspectors may think it right to pursue, and which may serve to prevent the perversion of a

great public benefit either into an engine of party or an instrument for the breaking up of voluntary associations.

In the assurance that your Lordships will not consider it less desirable to co-operate with them than with other public bodies, but that the same kindness will be shown to them, and equal protection afforded, the Committee beg respectfully to request,

First, That, in inspecting British schools, the inspectors may be directed to make such suggestions as they may think needful to the managers or committees of such only in writing, and to transmit a copy of these suggestions, together with a duplicate of their report on the school, to the Committee of the British and Foreign School Society, in order that immediate steps may be taken by the parent society for promoting the improvement of such school.

Secondly, That the inspectors, in seeking to promote the improvement of British schools, may be instructed to act, as far as possible, through the medium, and not independently, of the agency of the parent society, strengthening and not weakening the connexion which at present subsists between it and its auxiliaries; and,

Thirdly, That they be directed to promote in British schools the use of the lessons and books adopted by the Society; to urge the committees of local schools to send their teachers from time to time to the central institution in London, to acquire the knowledge of such improvements as may be introduced either there or elsewhere; and where the teachers are found incompetent, to recommend immediate application to the committee of the parent society for others.

The Committee of the British and Foreign School Society are at once prepared to admit that such directions from the Committee of Council could only be given in connexion with a distinct understanding, that the Committee of the British and Foreign School Society will be ready on their part to introduce into their model schools every practicable improvement. But on this point it is unnecessary to solicit the confidence of the Committee of Council, since their Lordships have been pleased to place 5,000*l.* at the disposal of the Society, in aid of the erection of a new normal school, with the express design of giving greater effect to the Society's operations.

In urging their request for such a minute from the Committee of Council as shall place the Society, both now and in future years, on a footing, in relation to Government inspection, which, if not similar, will be in some degree equivalent to that occupied by the National Society and by the Educational Committee of the General Assembly of the Church of Scotland, the Committee are actuated simply by the desire that the great principles on which they have always proceeded may be secured

and upheld, viz., that on the one hand voluntary efforts in favour of education may be aided and not superseded by Government assistance, and on the other, that scriptural instruction and liberty of conscience may be perpetuated in their schools; and it is because they feel that the introduction of other lessons, and of teachers trained at other schools, would eventually endanger these principles by breaking up the union which at present subsists between the friends of a comprehensive system in the country and the parent society in London, that they are anxious to have that union carefully maintained.

I have, &c.

(Signed)

HENRY DUNN, Secretary.

British and Foreign School Society, Borough Road,  
11 January, 1841.

Committee of Council on Education,  
Council Office, Whitehall, 8 Feb., 1841.

SIR,

THE Committee of Council on Education have had under their consideration the letter addressed by you on behalf of the Committee of the British and Foreign School Society, dated January 11, 1841, on the subject of the inspection of British schools.

Their Lordships have directed me, in reference to the main subject of that letter, to transmit to you the minute now enclosed, and which they confidently trust will prove satisfactory to the Committee of the British and Foreign School Society. Some of the less important details of the memorial presented by the Society appear to their Lordships to contain some misconceptions, which I am directed, if possible, to remove by explanations which may put the Society more fully in possession of the principles on which their Lordships desire to co-operate with voluntary associations for the promotion of elementary education.

The Committee of the British and Foreign School Society state that the National Society (through the heads of the Church) has been allowed to make distinct and independent terms with the Government, securing to itself, through the medium of the archbishops, the appointment and control of the inspectors for schools in connexion with the National Society or with the Church of England.

Their Lordships conceive that a broad distinction separates chartered or voluntary societies established for the promotion of elementary education, and the Church of the United Kingdom established by law.

In recent arrangements their Lordships have not considered the Church as the engine of the National Society, nor the prelates as the representatives of any other institution than the Church. On the other hand, the prerogative of the Crown and

the authority of this Committee are nothing, if it be true that, in the Order in Council recently issued, the concurrent approval of the archbishops in the appointment of inspectors for their provinces practically places the appointment in their hands.

The Committee of the British and Foreign School Society, referring to a letter recently addressed by their Lordships' secretary to Sir Thomas Phillips, in answer to an application for aid for the erection of a school in the mining district of Monmouthshire, draw from this letter the inference that their Lordships now propose to "favour by additional aid schools established on particular methods, and whose teachers are trained on certain plans," as distinguished from the claim arising from the density of the population and the poverty of the inhabitants in such districts. My Lords conceive that a previous part of their correspondence with Sir Thomas Phillips, viz. a letter to him in common with the other mining proprietors of Monmouthshire, may not have fallen into the hands of the Society, they therefore direct me to furnish you with a copy of that letter, from a perusal of which the Society will perceive that the plans of schoolhouses adverted to are, among others, the plans of the British and Foreign School Society, as published in their Lordships' minutes, and that the training of the teachers is expressly stipulated to be conducted at the British and Foreign School Society's normal school among other schools for the training of teachers.

My Lords conceive that before the elementary education of this country can equal in its quality and extent the wants of the poorer classes, the aid of many schools for the training of teachers will be necessary, and they do not imagine the British and Foreign School Society regards with any other feelings than those of satisfaction the efforts which the National Society, the Church of Scotland, and voluntary associations in various parts of the country are making for the establishment of normal schools. The letter addressed to Sir Thomas Phillips renewed their Lordships' offer of more liberal aid solely on account of the density of the population and the great need of education in the mining district of Monmouthshire; and their Lordships were not, as the Society will perceive from the accompanying letter, prepared to make any special requirements in favour of any peculiar mode of education, nor were they, on the other hand, disposed to limit their aid solely to such schools as might be established in connexion with chartered or voluntary associations. They were solely desirous to have the education of the children of miners in Monmouthshire efficiently conducted on principles consistent with their regulations.

Their Lordships are also concerned to perceive that the reply of Lord John Russell to an inquiry in the House of Commons should have led the Committee of the British and Foreign

School Society to apprehend that British schools will be "subject to the examination and report of inspectors identified with the National Society; and that these inspectors, conscientiously attached to other principles, will gradually weaken the connexion at present subsisting between local schools and the parent society, and bring them more or less under ecclesiastical supervision."

I am to explain that Lord John Russell distinctly declared the intention of the Government, not to confine the appointments of inspectors to those who might be specially authorized to inspect schools in particular connexion with the Established Church; but, on the other hand, my Lords do not deem it desirable to direct their inspectors of any class to refuse to attend to applications which may be made to them to examine schools while on a tour of inspection, provided a compliance with such request be consistent with the ordinary claims of the service on their time.

Their Lordships are desirous to intrust the inspection of British schools to none but gentlemen so qualified as to deserve the confidence of the British and Foreign School Society, and appointed in the spirit of the Society's minute of July 13th, 1838, viz.

"1st. That it appears to this Committee highly desirable that the schools aided by Parliament should be inspected, and full Reports published respecting them; but in the opinion of this Committee, no inquiry as to the way in which the public money has been applied could prove satisfactory to the country which was not carried on by parties unconnected with the societies whose schools they are to visit and report upon."

My Lords observe, that the Society desire to possess "a check on the proceedings of the inspectors," and for this purpose proposes, "that the inspectors may be directed to make such suggestions as they may think needful to the managers or committees of such schools only in writing, and to transmit a copy of these suggestions to the Committee of the British and Foreign School Society."

Their Lordships, however, request the Society to observe that their instructions to inspectors of schools state, that "this inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement, and its chief objects will not be attained without the co-operation of the school committees; the inspectors having no power to interfere, and not being instructed to offer any advice or information excepting when it is invited."

It cannot be the intention of the Society to limit the discretion of the promoters of schools, and unless the school committees or managers present at the visit of the inspector invite



him to make suggestions on the management of the school, he is not instructed by their Lordships to do so. If the school committee invite such suggestions, my Lords perceive the difficulty in prescribing in what form the communications between the local committees and their inspector shall take place. Their Lordships apprehend the parent society would not claim such control over the proceedings of local committees, as to prescribe that they should receive in writing only such suggestions as they may invite, and only such suggestions as are afterwards to be transmitted to the parent society.

It must be evident to the Society, that how great soever are the benefits to be derived from the "steps which may be taken by the parent society for promoting the improvement of such schools," the schools must chiefly depend for their prosperity and efficiency on the intelligence and activity of local committees.

Their Lordships have endeavoured to provide a sufficient security that these opportunities of making suggestions on the invitation of the school committees shall on all occasions be used consistently with the spirit of their Lordships' instructions.

For this purpose they will require that such suggestions shall be reported to them, and will furnish the British and Foreign School Society with copies of these Reports, requesting the co-operation of the Society in recommending to the approbation of the local committees such suggestions as their Lordships may approve.

The Committee of Council have no difficulty in assuring the Committee of the British and Foreign School Society that the inspectors shall be desired to do nothing which can tend to weaken the connexion which subsists between the parent society and the schools connected with it.

My Lords have not adopted the recommendation conveyed in the British and Foreign School Society's letter to Lord John Russell of April 14th, 1838, by imposing any terms or restrictions "to secure efficient teaching, and an adequate share of secular information," nor authorized nor directed their inspectors to make any special recommendations of lessons and books, and they are not prepared to issue such instructions. But, on the other hand, they have no difficulty in assuring the Society that the inspectors of British schools, when invited to make suggestions by the committee of any local school, will be directed to abstain from any recommendations inconsistent with the characteristic principles by which British schools are regulated.

The Committee of Council are disposed to regard with much respect the services which the British and Foreign School Society has rendered to elementary education, and the exertions it is now making to extend its usefulness.

Their Lordships are equally disposed with the Society to

attach great value to the voluntary exertions of individuals and societies for the promotion of elementary education, and it is their intention to render the inspection of schools means of encouraging and strengthening such voluntary associations by co-operating with them for the improvement and extension of the education of the poor.

My Lords desire to procure for their inspectors no authority, nor any influence inconsistent with such co-operation, and they confidently expect such assistance from the voluntary associations as will promote the legitimate objects of such inspection, viz. the procuring accurate reports respecting the application of the public money voted by Parliament for the promotion of education, and information respecting the state of elementary education in Great Britain.

To use the inspection of schools as a means of establishing a new form of control of parent societies over the schools connected with them, is however foreign to the objects of such inspection, and it is equally so to employ it in any way to weaken the connexion now subsisting between such societies and the schools in association with them.

I have, &c.

*Henry Dunn, Esq.*

(Signed)

JAMES PHILLIPS KAY.

*Minutes enclosed in the foregoing Letter.*

THE Committee of Council on Education having had under their consideration the memorial presented from the Committee of the British and Foreign School Society, respecting the inspection of schools in connexion with that Society, it was resolved,

That their Lordships will communicate the reports which their inspectors may make respecting schools in connexion with the British and Foreign School Society, to the Committee of that Society for their information.

That when inspectors, on the invitation of the local committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, such suggestions shall be reported to their Lordships, who will communicate their suggestions (with the reports on the condition of the school) to the Committee of the British and Foreign School Society, and will request their co-operation in recommending to the approbation of the local committee such of the inspector's suggestions as their Lordships may approve.

British and Foreign School Society,  
15 February, 1841.

SIR,

THE Committee of the British and Foreign School Society have instructed me to acknowledge without delay the receipt of

your letter of the 8th inst., explanatory of the principles on which their Lordships desire to co-operate with voluntary associations for the promotion of elementary education.

They also beg respectfully to thank the Lords of the Committee of Council on Education for their minute in reference to the memorial of the Society of January 11th, and also for the copy of their Lordships' letter to Sir Thomas Phillips, of 25th March, 1840.

The Committee of the British and Foreign School Society desire at the same time to express the satisfaction they have felt.

First. In the assurance of their Lordships, that they "are not prepared to make any special requirements in favour of any peculiar form of education."

Secondly. In the reiterated declaration, that the inspection is not intended as a means of exercising control, but of affording assistance; that it is not to be regarded as operating for the restraint of local efforts, but for their encouragement, and that its chief objects will not be attained without the co-operation of the school committees; the inspectors having no power to interfere, and not being instructed to offer any advice or information, excepting when it is invited.

Thirdly. In the further assurance, "that the inspectors shall be desired to do nothing which can tend to weaken the connexion which subsists between the parent society and the schools connected with it;" that "their Lordships have not authorized or directed their inspectors to make any special recommendations of lessons and books, and that they are not prepared to issue such instructions;" "but on the other hand, that the inspectors of British schools, when invited to make suggestions by the committee of any local school, will be directed to abstain from any recommendations inconsistent with the characteristic principles by which British schools are regulated;" and,

Fourthly. In the decision of their Lordships, as conveyed by their minute, that their Lordships will communicate the reports which their inspectors may make respecting schools in connexion with the British and Foreign School Society, to the Committee of that society for their information.

"That when inspectors, on the invitation of the local committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, such suggestions shall be reported to their Lordships, who will communicate these suggestions (with the reports on the condition of the school) to the Committee of the British and Foreign School Society, and will request their co-operation in recommending to the approbation of the local committee such of the inspector's suggestions as their Lordships may approve."

In reference to some other points alluded to in your letter, the Committee deeply regret that they cannot view them in the same light as they appear to the Lords of the Committee of Council.

They would still respectfully suggest whether the arrangements made in reference to the schools of the National Society, by which it is agreed that the Archbishops of Canterbury and York are to be at liberty to suggest persons for the office of inspectors, that no person is to be appointed without their concurrence, that the inspectors are to be appointed only during pleasure, and that it is to be in the power of each archbishop, at all times, with regard to his own province, to withdraw his concurrence in such appointment, whereupon the authority of the inspector shall cease and a fresh appointment take place, taken as these regulations must be in connexion with the fact that the operations of the National School Society are, in the main, identical with those of the Church of England in respect to education, may not be considered to justify the view taken by the Committee in their memorial.

These regulations, viewed as to their probable results, and coupled with the anticipation that the number of schools on comprehensive principles in rural districts will be found too small to justify the expense of a separate inspection, still appear to the Committee abundantly sufficient to excite the fear expressed in their memorial; "that in a very few years, if not immediately, the greater part of the schools of the British and Foreign School Society which may receive aid from Government, will be subject to the examination and report of inspectors, formally indeed appointed by the Crown, but really identified with the National Society; inspectors who will be on principle directly opposed to the schools of the British and Foreign School Society, and anxious to see them superseded by others."

The Committee regret that there is no passage in the reply of their Lordships tending to remove that apprehension.

While, however, the Committee feel it to be their duty thus candidly to state their views to the Lords of the Committee of Council, they wish at the same time to assure their Lordships, that far from regarding the exertions now making by various bodies with dissatisfaction, they rejoice in every effort made, from whatever quarter, to diffuse the blessings of education over the length and breadth of the land.

In reference to the suggestion found in their letter to Lord John Russell of the 14th April, 1838, and to their subsequent minute of July, 1838, quoted in the reply of their Lordships, the Committee, in order to remove the appearance of inconsistency, feel bound to observe, that the first was made expressly on the assumption that a Board of Education would be formed fairly representing different parties in the country, and the latter was not intended to apply to themselves alone.

They still firmly adhere to the principle, "that no inquiry as to the way in which public money has been applied can prove satisfactory to the country which is not carried on by parties unconnected with the societies whose schools they are to visit and report upon; and they regret that their Lordships have felt themselves obliged on this point to make concessions to one party which they fear will be found incompatible with equal justice to all.

The Committee have now only to assure their Lordships, that it was not their intention to solicit any form of control whatever over the local schools. On the contrary, they have always held that the schools must chiefly depend for their prosperity and efficiency on the intelligence and activity of local committees: and so important do they consider it to maintain inviolate the absolute independence of each separate school, that they have repeatedly declined to accept authority where it has been voluntarily offered to them. At the same time, enjoying as they have reason to believe they do, the entire confidence of the friends of scriptural education on comprehensive principles throughout the country, and considered, as they are generally, to represent opinions and principles held in common by them all, they feel bound jealously to watch every movement which may tend, however indirectly, to break up this union, to endanger principles, or to interfere with the great distinguishing characteristic of British schools, the upholding of the sacred Scriptures as the sole and all-sufficient means of imparting religious instruction to the whole population.

I have, &c.,

To Dr. Kay. (Signed) HENRY DUNN, Secretary.

To the Right Honourable the Lords' Committee of Council  
on Education.

&c., &c., &c.

MY LORDS,

THE Committee of the British and Foreign School Society, in soliciting a continuance of the aid hitherto afforded them by Her Majesty's Government in the promotion of education, are desirous of respectfully laying before your Lordships a brief statement of their principles and operations.

The Society was established in the year 1808. Its aim is to impart a sound and useful elementary education to the children of the labouring poor. The daily reading and teaching of the sacred Scriptures forms an essential part of the instruction given.

Its principles are in every respect unsectarian; the introduction of the Scriptures and the exclusion of the formularies

of any particular church appearing to them sound in principle, and most likely to unite the greatest possible number, that practice has been from the first adopted in all the schools of the Society.

The operations of the Society, both at home and abroad, have been extensive. In the model schools, nearly 1000 children are in daily attendance. In London and the immediate vicinity, 160 schools are now carried on, containing at the last census 22,204 children. Five agents are more or less occupied in school inspection, either in town or country.

During the last year, 207 candidates were admitted into the normal seminaries, to be trained as teachers; and when the new buildings which are now in course of erection are completed, facilities will be provided for an extended and still more efficient course of instruction.

Every effort has been made to establish schools in the colonies of the empire. In Jamaica alone, upwards of 20,000 children are, through the co-operation of missionaries and other agency, instructed on the plan and principles of the Society; and additional teachers, intended for similar service, are constantly in course of training.

The reports of local schools universally testify to the good conduct of the children who have left the schools, to their disposition to attend places of worship regularly, to the steady demand, for their services from respectable tradesmen and others, and to the satisfaction generally given to their employers. In all cases, the cultivation of the mind by the instruction afforded in these schools, has a tendency to open and expand the faculties, to impress on the heart a deep sense of moral and religious duty, and to produce habits of industry, order, and subordination.

In pursuing the great object intrusted to them by their constituents, the Committee have sometimes found themselves called upon to express their views as to the basis on which it might be possible for the Government to aid more extensively the great work of education, without interfering with the present operations, or endangering the future prosperity of the voluntary societies. When thus invited, they have endeavoured to state their opinions, irrespective of all personal or party considerations.

Maintaining, in the exercise of candour and charity towards these who differ from them, the right of every British subject to sound elementary education, on principles alike consistent with reverence for truth and respect for conscience, they have always held that this might be accomplished on a national basis, by the universal introduction of the sacred Scriptures without note or comment.

They are convinced that, under such an arrangement, the

various denominations of Christians now engaged in advancing the interests of our common faith would make ample provision not only for the further and more complete religious education of the children of their respective communities, but also for the further spiritual benefit of the neglected and depraved, by securing their attendance on public worship, and their interest in Sunday-school instruction.

Holding these views, the Society has never identified itself with any particular sect or denomination of Christians, or with the interests of any political party in the State.

In the month of April, 1838, the Committee, in consequence of various discussions which had then taken place on the subject of national education, as well as from communications from Government upon the subject, thought it right to embody, in the form of a memorial to Lord John Russell, their views on that important topic. From the opinions there expressed, they have as yet seen no reason to recede. They can only regret that one or two paragraphs of this document should have been in some quarters so grievously misconstrued as to occasion the supposition that the Committee were capable of soliciting a degree of liberty for themselves which they were not willing to see extended to others.

When Her Majesty's Government subsequently thought fit to proceed on principles altogether distinct from those which had been urged upon them by the friends of the British and Foreign School Society, the Committee, while regretting the course which had been adopted, felt it to be their duty cheerfully to co-operate in any measure not inconsistent with their principles, which in the wisdom of Parliament might be deemed likely to benefit the people.

At the commencement of the present year, the Committee of the Society were once more induced to memorialize Her Majesty's Government on the subject of school inspection.

The object of this communication was to express, among other matters, the regret of the Committee that the appointment of an inspector for British schools had not been made on the principle approved by the Lords of the Council in their correspondence with other educational bodies, viz.: on the ground of the party possessing the confidence of those whose schools he was to inspect. They felt it right, in addition, to state their conviction, that under the arrangements then (and still) in force, every additional step taken by the Government in furtherance of education, must necessarily tend towards the alienation of the local schools of the Society from the parent institution in London; an evil, the extent and danger of which, they added, was not to be estimated by the value or the worthlessness of particular methods of instruction, but by the bearing which such separation might have on the interests of education

in future years, and especially on the question whether the schools of this country are to continue to be supported, in part at least, by voluntary subscriptions, and to be controlled by local committees, or whether they are to be thrown on Government funds, and to fall altogether under State control.

The Committee, as your Lordships are aware, concluded their memorial by urging the following requests:

First. That, in inspecting British schools, the inspectors might be directed to make such suggestions as they might think needful to the managers or committees of such schools, only in writing; and to transmit a copy of these suggestions, together with a duplicate of their report on the school, to the Committee of the British and Foreign School Society, in order that immediate steps might be taken by the parent society for promoting the improvement of such school.

Secondly. That the inspectors, in seeking to promote the improvement of British schools, might be instructed to act as far as possible through the medium, and not independently, of the agency of the parent society, strengthening and not weakening the connexion which at present subsists between it and its auxiliaries; and.

Thirdly. That they might be directed to promote in British schools the use of the lessons and books adopted by the Society; to urge the committees of local schools to send their teachers from time to time to the central institution in London, to acquire the knowledge of such improvements as may be introduced either there or elsewhere; and where the teachers were found incompetent, to recommend immediate application to the Committee of the parent society for others.

In reply to this memorial, their Lordships stated that they were desirous to intrust the inspection of British schools to none but gentlemen so qualified as to deserve the confidence of the British and Foreign School Society; that their Lordships perceived difficulty in prescribing in what form communication between the local committees and their inspector should take place; that their Lordships had not authorized or directed their inspector to make any special recommendations of lessons and books, and that they were not prepared to issue such instructions: but, on the other hand, that they had no difficulty in assuring the Society, that the inspectors of British schools, when invited to make suggestions by the Committee of any local school, would be directed to abstain from any recommendations inconsistent with the characteristic principles by which British schools are regulated.

Their Lordships also kindly favoured the Society with the following copy of a minute they had directed to be made relative to the memorial of the Society:—



"8 February, 1841.

"The Committee of Council having had under their consideration the memorial presented from the Committee of the British and Foreign School Society, respecting the inspection of schools in connection with that Society, it was resolved,

"That their Lordships will communicate the reports which their inspectors may make respecting the schools in connexion with the British and Foreign School Society to the Committee of that Society for their information.

"That when inspectors, on the invitation of the local committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, such suggestions shall be reported to their Lordships, who will communicate these suggestions, with the reports on the condition of the school, to the Committee of the British and Foreign School Society, and will request their co-operation in recommending to the approbation of the local committees such of the inspectors' suggestions as their Lordships may approve."

The Committee at once responded to this communication, expressing their obligations to the Lords' Committee of Council for the minute, but regretting at the same time that they could not view all the matters contained in their reply in the same light as their Lordships.

Since the date of their Lordships' minute (February last), no report of any school visited by the inspector, nor any suggestion offered on discipline or management, has been transmitted to the Society.

Under these circumstances, the Committee have ventured again respectfully to address the Committee of Council on Education, in reference to the position and prospects of the Society, in connexion with any further movements in furtherance of popular education.

They feel that there is nothing unreasonable in the request, that the principle adopted by the Government in the year 1833, when the first vote of 20,000*l.*, in favour of education was proposed to Parliament, may still be adhered to: viz.—that the National and British and Foreign School Societies should be regarded as representing the two great classes into which the people of England on the subject of education are divided; that, as the British schools which have received aid from Government have done so with the understanding that they were to be inspected by parties having the entire confidence of the parent society, the possession of such confidence should be ascertained prior to the appointment of any party to that office; and that, as other educational bodies receiving aid from Government now possess abundant security that neither their teachers nor principles shall be tampered with by inspectors, nor their legitimate

influence with local schools be in any way undermined, the British and Foreign School Society, on the part of its schools, should be placed on a footing in relation to Government inspection, which, if not similar, will at least be equivalent.

The Committee trust that they may be pardoned for finally expressing the extreme jealousy with which, under any circumstances, they view all measures, the tendency of which appear to be to centralize educational influence, to weaken local interest in the welfare and instruction of the poor, or to break up those great educational institutions, which, under the blessing of Divine Providence, have so largely called forth voluntary beneficence, promoted kindly feeling between the poor and their wealthier neighbours, and in every way blessed and benefited the country.

I have, &c.,

(Signed) HENRY DUNN, Secretary.

To the Right Honourable LORD WHARNCLIFFE, Lord President of the Committee of Council on Education, &c., &c., &c.

MY LORD,

THE Committee of the British and Foreign School Society having assembled this day, and received the report of the deputation appointed to wait upon the Committee of Council with the memorial of the Society, it was unanimously agreed that the following be entered on the minutes:—

*Resolved,*

“That the most respectful thanks of this Committee be presented to the Right Honourable Lord Wharncliffe for the courteous manner in which he received their deputation, and for the intimation given by his Lordship at that interview that the wishes of the Committee should as far as practicable be met by the Lords’ Committee of Council on Education.

(Signed) “WILLIAM ALLEN, Chairman.”

In forwarding this resolution, the Committee are desirous that some further reference should be made to the conversation which the deputation had with your Lordship, as to an annual grant for carrying on the operations of the normal school.

They are gratified to learn that the Government has agreed to aid in this way the normal schools in Scotland, and that your Lordship was by no means indisposed to encourage the expectation that similar assistance might be afforded to the British and Foreign School Society; and further, that in the event of such grant being made, it would be the earnest desire of the Government that the aid thus afforded should strengthen

instead of superseding existing arrangements, and tend to stimulate rather than to check the further efforts of voluntary beneficence. The Committee are convinced that unless this result were secured, Parliamentary bounty, however beneficial it might seem to be at first, by relieving them from present anxieties, would before long, by its operation and tendency, prove a hinderance rather than a help to the great work in which they are engaged.

Fully aware, however, as they must be, that public money cannot with propriety be intrusted by Government to a voluntary society without adequate security being given, not only that it shall be appropriated in the way intended by Parliament, but that it shall effect the object for which it was bestowed, the Committee are quite prepared to admit of any inspection the Government may think needful, to secure these important objects, and to submit when required an exact account of their expenditure.

In conclusion, the Committee beg to be allowed to suggest to your Lordship, that as the arrangements of the Society in reference to their new normal school, especially as regards the appointment of teachers and other expenses, will be materially affected by the decision of the Government as to the extent of aid which can be afforded, they will feel particularly obliged by any communication which will enable them to decide upon the course it will be prudent for them to adopt.

I have, &c.,

(Signed)

HENRY DUNN, Secretary.

British and Foreign School Society,  
12 March, 1842.

Committee of Council on Education, Council Office,  
Whitehall, 1<sup>st</sup> May, 1842.

SIR,

THE Lord President desires me to request your early attention to the annexed inquiries, in relation to the letter recently addressed by you to the Committee of Council on Education, soliciting assistance from the Parliamentary grant in aid of the annual expenses of maintaining the normal and model schools of the British and Foreign School Society.

His Lordship will be glad to receive your replies to the following inquiries in the course of this week:—

You are requested to inform me what was the cost of any addition to the original site of the Borough-road schools purchased within two years from this date?

What sum has been expended within two years on the alterations of the model school?

What sum has been expended in the erection of the normal school?

What further expenses must be incurred—

1. In completing the erection?
2. In furnishing the normal-school building?

*Annual Expenses.*

How much it is expected will be expended on the salary of—

1. The principal?
2. Any other master or masters resident in the institution?
3. Of occasional masters?

How much in the salaries of servants?

How much in books, apparatus, stationery, and similar incidental expenses connected with the instruction in the normal school, or practising school?

How much in the clothing of pupils, if any?

How much in the maintenance of pupils and masters, if any of them board at the charge of the establishment?

How much in furniture, repairs, &c.?

*Income.*

What payment is it intended to require from each class of pupils, and how much is expected to be annually derived from the payments of pupils or their patrons?

Have the Society any sum of money specially collected for the establishment of a training institution, or normal school, yet unexpended on that object, and if so, what sum?

Have the Society annual subscriptions to any, and if so, to what amount, intended by the subscribers to be appropriated to the annual expenses of a training institution, or normal school?

Have the Society any bequest or endowment devoted to the establishment or support of a training institution or normal school?

What sum of money can the Society conveniently appropriate out of its annual income (whether arising from bequests, subscriptions, or other sources), to the support of the training institution or normal school in the Borough Road?

What will be the estimated deficiency, when the funds conveniently applicable to defray the annual expenses of this institution are exhausted?

I have, &c.,

(Signed)

J. P. KAY SHUTTLEWORTH

*Henry Dunn, Esq.*

SIR,

British and Foreign School Society, 6 June, 1842.

IN forwarding to you, for the information of the Lord President, the following particulars in reply to yours of the 18th ult., I have to express my great regret that it has been so long unavoidably delayed.

I am directed by the Committee to state that the cost of the additions to the original site of the Borough Road School, purchased within the last two years, has been 950*l.*; and that the sum expended during same time on the alterations in the model school has been about 500*l.* As the accounts of these alterations have not yet been made up by the builders, the exact sum cannot be given.

In the erection of the normal school (including a balance yet due to the contractors) 14,500*l.* has been expended. To complete the accommodation required for the female department, it is estimated that 4000*l.* will be required, to which must be added about 1500*l.* for furnishing, including philosophical apparatus and library, making altogether 21,450*l.*

In calculating the probable annual cost of the establishment, it is estimated that about 850*l.* will be required for teachers, viz.:

For three principal teachers, one of whom will be exclusively engaged in superintending the model or practising school, about 600*l.*: for occasional assistance, about 100*l.*; and for the female department, about 150*l.*; making altogether 850*l.*

For curator, porter, housekeeper, and female servants, from 200*l.* to 250*l.* will be required.

For books, apparatus, stationery, and incidental expenses for the normal school, including also such clothing as it may be found necessary to furnish to the pupils, 150*l.* or thereabouts, may be required.

For the board of pupils, servants, &c., supposing 60 pupils to be maintained, 1500*l.* will be needed, the estimated cost being 25*l.* a-head.

For furniture, repairs, &c., 200*l.* annually must be provided.

#### *Income.*

In relation to the income, the following particulars are submitted:—

At present every teacher pays 6*s.* a-week for 13 weeks, or 3*l.* 18*s.* It is not expected that the circumstances of candidates will admit of much more being required. If, as an average, 5*l.* be obtained from every pupil, it will be as much as can reasonably be expected. The Committee have not found the patrons of the schools at all disposed to pay for the education of teachers.

The Society has no money specially collected for a training

institution or normal school now unexpended; its obligations have far exceeded the amount raised.

The Society has no bequest or endowment specially devoted to the establishment or support of a training institution or normal school.

The sum which can be conveniently appropriated out of its annual income can scarcely be expected in future to exceed 500*l.*; since in proportion to the extent and efficacy of the normal school will be the claims made upon the Society for aid in the establishment of schools and the promotion of education.

The estimated deficiency, when the funds conveniently applicable to defray the annual expenses of the institution are exhausted, will be therefore about 2,100*l.*

I have, &c.,

(Signed)

HENRY DUNN, Secretary.

*To J. P. Shuttleworth, Esq.*

To the Right Honourable LORD WHARNCLIFFE, President  
of the Council, &c., &c., &c.

British and Foreign School Society,  
Borough Road, 7 June, 1842.

MY LORD,

HAVING this day forwarded to Mr. Kay Shuttleworth an estimate of the general outlay, annual expenses, and supposed annual income of the new normal school of the British and Foreign School Society, in the hope that the Committee of Council on Education will be pleased to apportion out of the parliamentary grant such aid as their Lordships may deem it right to bestow, I am instructed at the same time respectfully to lay before your lordship the views of the Committee in reference to the guarantee which the Committee of Council may require, that money if thus appropriated will be wisely and efficiently expended.

The Committee have so frequently assured their Lordships of their willingness to admit any inspection which may be necessary for ascertaining the manner in which the institution is conducted, that it is unnecessary to reiterate their sentiments on this point. They have always considered examinations a healthful stimulus to exertion, and with their understanding of the principle on which such inspection was to be conducted, have felt that in admitting the inspection of Government, they were only recognizing a right common to every subscriber, that of ascertaining the manner in which subscriptions are applied by those to whom they have been intrusted. In taking this view of the inspection required, they were supported by a communication from the Committee of Council with which they were

favoured under date of February 8th, 1841, in which the following passages occur:—

“Their lordships request the Society to observe that their instructions to inspectors of schools, state that their inspection is not intended as a means of exercising control, but of affording assistance.” “The inspector shall be desired to do nothing which can tend to weaken the connexion which subsists between the parent society and the schools connected with it.” “Their Lordships attach great value to the voluntary exertions of individuals and societies for the promotion of elementary education, and it is their intention to render the inspection of schools a means of encouraging and strengthening such voluntary associations.” “The legitimate object of such inspection is the procuring accurate reports respecting the application of the public money voted by parliament for the promotion of education.”

They cannot, however, conceal from themselves the fact, that inspection when conducted under the authority of Government, and with a view to official publication, may involve other principles, and lead to very different results. In reference to such a possibility, the following observations are respectfully submitted:—

A normal or model school necessarily occupies a position in many respects very different from that of any local school. If a local school, from whatever cause, be reported upon unfavourably, the remedy is obvious. The model or parent school can at once be called upon to assist the local school committee in strengthening that which is weak, in supplying that which is deficient, in re-organizing (if needful) the entire school, by placing over it another and a better teacher. The parties who subscribe to such a school, residing for the most part in the immediate locality, and personally interested in its welfare, are in the meantime little likely to be alienated by a report, the value and accuracy of which they can at once test by a personal visit; but a model school has no such ground to fall back upon. Its reputation is its life. In order to be useful, it must possess the unlimited confidence both of those who sustain it and of those who are benefited by it.

If the parties who support such an institution by their contributions do not believe it to be in advance of other schools, they cannot be expected to regard it as worthy of their aid. If the pupils once become possessed with the notion that other institutions are pursuing better methods, that the provision made for their instruction is incomplete and imperfect, that the school they have been taught to regard as a model is not deserving of that distinction, it requires little sagacity to foresee that all valuable influence over them will be at an end: and if, as is most probable, the Committee and the Government in-

spector should happen to be at issue, either as to the facts of the case or as to the correctness of the inferences deduced, the choice of evils appears to be either,

1. That the institution should sink in public estimation and lose its subscribers; or,

2. That the Committee should challenge the inspector's report, and engage in controversy with the Government; or,

3. That yielding their convictions, they should consent to have the school remodelled under the direction of the Committee of Council, results alike fatal to voluntary support.

That the case supposed is by no means imaginary, will appear from the following considerations:—

First, The reports of an inspector may reasonably be expected to contain his honest judgments as to the value of particular methods of teaching, and his sentiments as to the practical effect of such methods on the parties brought under their influence. But these opinions may happen to be in direct opposition to those of the committee; they may happen to be altogether unsound: his experience and their experience may have led to opposite conclusions.

In this case the inspector's report, without any intentional unfairness, must of necessity be depreciating and unfavourable. The presentation of such a report to the Government, even though it should lead to the withdrawal of aid, might not be a just matter of complaint; but its publication in an official form, and under the authority of the Committee of Council, could not be otherwise than highly mischievous. Transferred to the newspapers, it would speedily be brought under the eye both of subscribers and teachers, and tending to alienate both, might inflict irreparable injury long before it could be met or counteracted.

Secondly. Such a report may be expected to include many matters of detail, the publication of which could answer no useful end. The previous occupations of teachers, the limited amount of information they may possess on entering, the want of skill they may for some time display in the instruction and management of children; these and many other things which it may be highly desirable for the Government to know, in order to decide as to the propriety of withholding or renewing a grant, could not be published to the world without leaving impressions in many respects inaccurate, unfavourable, and injurious. As the recent publication of the Report of the Inspector for Scotland, in relation to the Glasgow Normal School, will serve better than any mere statement to illustrate the views of the Committee, your Lordship will, they trust, pardon a brief reference to it.



This report is stated to contain "a representation of the condition of these schools, without a minute specification and examination of the nature and efficiency of the methods practised, and of the correctness of the principles recognized and acted on." It is moreover drawn up in a kind and liberal spirit, and every acknowledgment is made as to the talents and zeal of the parties employed. It may therefore be considered as a favourable specimen of an official Report.

The following opinions, given by the inspector in the course of his Report, and now published to the world under the authority of Government, seem to justify the apprehensions of the Committee:—

The first relates to the course of instruction laid down for the pupils.

1. (Page 417.) "Although the course of instruction to which their attention is directed while students in the seminary, embraces many important and interesting branches of knowledge, an acquaintance with which it is extremely desirable that every teacher should possess, yet it seems to me to have a tendency to render their instructions as teachers superficial and desultory."

The second refers to their employment in the model school.

2. (Page 419.) "Their labours in the model schools, although most nearly resembling the employment on which the greater part of their time as teachers of schools of their own must be spent, and therefore apparently deserving special attention, were not characterized by even an ordinary amount of vigour, and in every respect contrasted most unfavourably with the animation and energy that distinguished this part of the training of the young men attending the General Assembly's normal school in Edinburgh."

The third is an estimate of what may finally be expected from these parties as teachers.

3. (Page 420.) "Although I cannot speak from personal observation, and cannot adduce the testimony of any one to corroborate this statement, I have considerable confidence in affirming that these young men, after having completed their course of training in this seminary, and after having been intrusted with the organization and management of a promiscuous school, will feel very considerable difficulty in performing satisfactorily most of their duties."

The fourth is a similar estimate of their mental acquisitions.

4. (Page 419.) "Upon the whole, and speaking generally, my opinion of the young men in respect of literary acquirements is, that while they may be found to possess a consider-

able amount of general knowledge, their acquaintance with the more strictly technical branches of instruction will be found both loose and limited."

The following extracts furnish details of the kind referred to by the Committee :—

1st. "Of the 11 male students who have been enrolled during the preceding year, one is a preacher of the Church of Scotland, 21 had been occupied as teachers of small adventure country schools, one had been a carpenter, one a teacher of dancing, one a portrait-painter, one a baker, three shopmen, and five students at college."

2nd. "The average amount of attainments previous to entry is extremely limited: it does not include anything of which any boy of 13 or 14 years of age in the highest class of a well taught primary school should be ignorant."

3rd. "A class consisting of 17 were doing sums in Compound Division; on presenting slates, the exercises of 7 were right and of 10 wrong. The sum was written down on the black board by the teacher, and the boys were requested to direct him how to work it: they were permitted to do this simultaneously. The consequence was, that those boys whose exercises had been at first correctly performed, and who it was evident knew the rule well, again went through the process, and those for whom alone this second performance of the exercise was necessary, sat apparently almost uninterested auditors."

The Committee having already adverted to the influence which the publication of an inspector's reports on their normal and model schools (supposing him to take different views from those of the Committee) might have on subscribers, on pupils, and on the teachers of local schools, are now desirous of briefly noticing the probable effect of such a course upon the committee and officers of a voluntary association. It seems difficult to imagine that any number of gentlemen would long continue to sacrifice their time and money in the gratuitous management of any institution subject to a control of this character, nor would it be found practicable to retain the services of teachers whose prospects for life might be ruined by the authoritative publication year by year of their supposed deficiencies.

Further, in contemplating the possibility of dissatisfaction on the part of the Government inspector, in reference to the talents or attainments of the normal pupils, the Committee cannot keep out of sight the fact, that in order to secure sound moral and religious influence in their schools, they have hitherto adopted and propose still to adhere to a course which frequently involves a considerable sacrifice of intellectual attainment. They refer to their practice of receiving only those who by age as well as by character may be ranked among persons

of fixed and settled religious principles. To obtain youths of considerable talent, or shrewd and clever mechanics whose ability would reflect credit on any public examination, is not difficult, if moral and religious character be regarded as a secondary consideration; but to secure persons who are decided as to their religious views, persons who have given some evidence of their desire at least to cultivate a degree of seriousness, humility, patience, and meekness (virtues which could scarcely come under the notice of an inspector, yet without which the instructions of a teacher are of little moral value), it is frequently necessary to be content with a less amount of talent and more limited acquirements than would otherwise be demanded. The publication of reports (which could not notice moral differences) would necessarily tend on the one hand to discourage these humble though generally most useful labourers, and on the other to call out and stimulate mere intellectual power, and thus it is to be feared to foster a spirit of restless ambition, which could never find satisfaction in the performance of the laborious and self-denying duties of an elementary school.

The Committee having thus placed before your Lordship a frank exposition of their views, are now respectfully desirous of stating the position in which they are placed, in reference both to the aid already received from the Committee of Council and to that which it may please them in future years to bestow.

In the month of June of last year the Committee received from the Committee of Council the sum of 5000*l.* towards the erection of a new normal school, on condition that if, within the space of three years from that date, the buildings should not be completed, and the lease renewed by the Corporation of the City of London for the term of 61 years, upon the trusts and conditions to be approved of by the Committee of Council, the same should, when required, be repaid: an undertaking to this effect was given by the Committee to Dr. Kay. It was also understood that the trusts of the lease should be expressed in terms equivalent to those contained in the forms of conveyance for British schools published in their Lordships' minutes.

Since that period the building has been completed, and the lease granted by the City of London. As, however, it proved contrary to the customs of the City of London to admit into their leases any declaration of the object for which a lease was granted, it was not found practicable to include in that document any declaration of trust. A separate draft of declaration has, however, been drawn by the Society's solicitor, and is now submitted for the approval of the Committee of Council.

The said draft, however, it will be observed, does not contain any clause to the effect that the school shall be at all times open to the inspection of the Government inspector or inspectors for the time being.

On this point the trustees find themselves in a position of considerable difficulty. On the supposition that the inspection referred to implies the official report and publication of details and opinions over which the Committee of the Society can exercise no control, the trustees are advised that to admit such a clause, and thus to bring all their successors under an influence which extends not only over the particular building aided by the Government, but over all the proceedings of an institution which has come down to them as the result of above 30 years' voluntary effort, and which is possessed of various reversionary legacies of considerable importance, would be inconsistent with the obligations they incurred when they accepted the trusteeship of the Society.

The Committee feel very sensibly that this unexpected difficulty may appear to lay them open to a charge of considerable inconsistency, inasmuch as they have so frequently expressed their cordial approbation of the principle of inspection; and they are on this account most anxious that your Lordship should by no means suppose that they are desirous of evading any examination or inquiry which the Committee of Council may think it right to institute. They are not merely satisfied that on the supposition of their receiving any annual grant, such inspection is indispensable; they are most willing to afford every facility to the inspector in the discharge of such duty. But while they are uncertain as to what may be the practical effect of his examinations and reports; while (unlike the National Society) they possess no guarantee against collision in the possession of an important control over the inspector (which control is fully secured by the Order in Council of August 10th, 1840, giving the Archbishops power to revoke the appointment of the inspector); while Government inspection at all, in relation to model or normal schools, mainly supported by voluntary subscription, is as yet an untried experiment, they do not consider that they are making an unreasonable request to the Committee of Council in soliciting that its experimental character may be recognized; that while on the one hand the continuance of any aid the Committee of Council may think it right to grant is made to depend on the satisfactory character of the reports of the inspector, on the other, the withdrawal of that aid may be considered, on the part of the Government, as a relinquishment of the right of inspection, and that after such withdrawal the visits of the inspector shall cease.

The Committee feel considerable confidence, from the frank and candid manner in which your Lordship received their former communication, and from your Lordship's expression of the intention of the Committee of Council to deal as far as possible on equal terms with the two Societies, that this

application will also meet with kind and favourable consideration.

I have, &c.,

(Signed) HENRY DUNN, Secretary.

SIR,

Committee of Council on Education, Council Office,  
Whitehall, 1st July, 1842.

THE Committee of Council on Education direct me to transmit to you the enclosed report from Mr. Seymour Trevenhede, who has examined certain British schools in the metropolis, and to request that you will lay it before the British and Foreign School Society.

The Lord President will probably present this report to the House of Lords in a few days.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

*Henry Dunn, Esq.,*

Secretary of the British and Foreign School Society.

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SIR,

London, 1st July, 1842.

I forward herewith, for the information of their Lordships, the following documents:—

“A Report on 66 Schools, situated in or near London, and conducted on the Principles of the British and Foreign Society.”

“A Report on the School of the London Society for teaching the blind to Read; also on Mr. Alstone’s application for Assistance towards completing his Plans for Teaching the Blind.”

Of the 66 above mentioned, 35 are boys’ schools; five of these, having received aid from the public grant, were inspected by authority; the rest, as having, in answer to a circular of their Lordships, signified their wish to be visited by one of Her Majesty’s inspectors.

To these 35 boys’ schools I propose first to direct attention.

It may be desirable to mention in this place, that although an entire willingness was manifested by the promoters of these schools to lay open their whole organization and management to Government inspection, I found in some instances an absence of a precise notion as to what was intended by it. At page 16 of the first volume of the minutes of the Committee of

Council, it appears that the object of inspection is "to afford the promoters of schools an opportunity of ascertaining what improvements in apparatus and internal arrangement, in school management and discipline, and in the methods of teaching, have been sanctioned by the most extensive experience;" that it is "a means of co-operation between the Government and the committees and superintendents of schools, by which information respecting all remarkable improvements may be diffused whenever it is sought; that it involves in no respect any interference with the instruction, management, or discipline;" and that "it is not intended as a means of exercising control, but of affording assistance" in cases where any advice or information may be invited. It may be gathered, also, from the same minute, that in requiring Her Majesty's inspectors to prepare reports on the schools they visit, to be from time to time laid before Parliament, their Lordships are actuated by a desire to give full publicity to faithful and independent representations of the actual amount and quality of instruction accessible to the labouring portions of the community, in order, first, that it may be seen in what manner and to what extent this great necessity is provided for; and secondly, to enable the members of school committees and their respective masters, to compare their own methods, and the results of their management, with those of others.

The schools which form the subject of this portion of the Report are situated chiefly in Westminster, Lambeth, Bermondsey, Bethnal-green, Spital-fields, Clerkenwell, Islington, and Somers Town; others in the densely peopled central districts of the metropolis. They are attended principally by the children of small retail dealers, of skilled artisans, and others employed in the better remunerated kind of day-labour; also by the children of parents whose habits or necessities place them a grade below this, and to whom it is more difficult to pay 2*d.* or 3*d.* per week for their children's instruction, and to maintain them in the cleanliness and propriety of clothing commonly required.

For members of these important sections of the community, the schools under review profess to offer the rudiments of education, and the public, either in aiding them from its general funds, by contributions towards building, or in sustaining them by local exertions, may be held to presume that the instrumentality it sets at work is calculated to answer the end proposed.

In the majority of them, evidences were not wanting of a spirit of improvement; books introductory to general reading, and calculated to give a taste for knowledge, were employed, and the elements of many useful subjects professed to be taught; maps were in common use: a little drawing was taught

in some, and also singing by note in a few, and by ear in most of them.

In so far as these advancing movements betoken an intention on the part of the promoters of these schools to encourage, and on the part of the respectable body of masters conscientiously to carry out, a useful scheme of elementary education, they afford some grounds for satisfaction; but the actual advance in effective teaching falls far short of the mark it is the presumed desire to attain. Whenever any real and satisfactory acquirement was discernible, it was, except in those cases to be hereafter specially mentioned, confined to the upper division of the school, forming generally, in point of numbers, a small proportion of the whole. Among the reasons of this it may be stated, that in extending their wishes for improvement the supporters of these schools have failed sufficiently to extend the means of carrying them into effect. As long as the instruction proposed to be given scarcely passed beyond the mechanical processes of reading, writing, and a little arithmetic, one master might have been thought capable of satisfying this humble aim, if, in conducting a school of from 100 to 250 children, he availed himself of the aid of a certain number of his more advanced pupils as monitors, though themselves of very immature age and very moderate proficiency. In the popular schools now under consideration, a few only excepted, the subjects of instruction have been extended, and the standard raised without a corresponding enlargement or improvement of the machinery for carrying this change into effect. Out of 35 boys' schools,

10 had only one master to 110 and under 140 boys,

7        -        -        -        -        140        -        -        200

8        -        -        -        -        200        -        -        240

Of four whose numbers were under 100, two were of a very humble kind. Three only of those whose numbers were large had a supply of masters, assistants, and pupil teachers, in the proportion of one teacher to about 100 pupils. The best experience of the Continent has pronounced against exceeding the proportion of 80 children to one master. It will have been observed how greatly the schools above referred to, with few exceptions, exceed those limits. Where this is the case, if anything approaching to real and comprehensive instruction is to be diffused equally through an entire school, it is essential that, while they remain organized on the monitorial system, the master should be able to derive some effectual aid from his class of monitors. In order to do this, in addition to the presumed adequate skill and ability in himself to make them acquainted with a proper mode of teaching, it is indispensable that they should remain long enough under his instruction, first

to make some positive progress themselves in the common elementary subjects, and secondly, to acquire something of the difficult art of teaching others. These conditions I have found very rarely fulfilled. The average age of the boys acting as monitors in the schools now in question cannot be said to be higher than 10 years and a half; that of the most advanced among them, a little more than eleven; many have not continued regularly at any school; often they do not remain more than a year after being removed into the class of monitors, being then in general strong enough to go to work: and their acquirements at that period are seldom such as to justify any dependence on their capability of taking part with proper effect in the business of intellectual teaching. Among the numerous obstacles referred to by the masters as accounting for the backward condition of their schools, none was mentioned to me so frequently or so pointedly as the difficulty they experienced first in training, and then in retaining, a proper class of monitors. This being so, it cannot excite surprise that in these large schools, in which many different subjects are professed to be taught by one master, together with the rudiments of the common ones, little real attainment should be discoverable. Nor can I say that in others where less was attempted, their main object, that of teaching to read, was accompanied with much exercise of intelligence, or the power of remembering what had been read and showing that it was understood.

It may be presumed, that where the proportion of masters and assistants to the numbers to be taught approaches nearest to the standard above adverted to, the condition of the school will be the most satisfactory; as among those on which I shall have to comment, the Abbey-street School, Bethnal-green, best fulfils those conditions, and presents, amidst some departures from the most improved practice, many points commanding a sincere approval, it will be a more agreeable task to offer a few details respecting this school first; and in remarking upon the mode of teaching pursued there, the organization and management, I shall have occasion to embody most of the observations made by me to various other masters, and members of school committees, when requested to give my opinion upon what fell under my notice. The principles on which it is conceived that improvements must rest are the same for all. A consideration of those principles, as shown in a certain extent in action in a large school in a poor and populous neighbourhood, may perhaps lead those interested in schools for a similar class of children elsewhere, to a narrower investigation of their actual condition, and to some further reflection upon the possibility of making them more efficient instruments for the general good.

The Abbey-street School was opened in September 1839.



The zealous and benevolent persons, in whose exertions it originated, "selected the parish of Bethnal-green, not only as the largest parish comprised in that manufacturing district, but as that portion which contained the greatest number of weavers, and, from its almost uniform poverty, the least likely to help itself." They expected that the adjacent parts of the district, having a larger proportion of wealthy individuals resident in them, would first be able to provide themselves with school-houses.\*

Their investigations had led them to conclude that there were between seven and eight thousand children in the parish of Bethnal-green alone, without the opportunity of receiving any useful instruction in day-schools. In proceeding to take an important step towards supplying a part of this great deficiency, the committee of these schools were of opinion that they would best consult the interests of the population for whose benefit they were designed, and most effectually secure their confidence, if they provided liberally for a proper number of masters and assistants, in proportion to the children to be admitted, and furnished them with every requisite for carrying on an enlarged system of instruction with effect. Their principle appears to have been to do well what they undertook to do, in the hope that their schools might by degrees apply a stimulus to others, by exhibiting the results of a wise liberality in expenditure, and of improved methods of conducting the various processes of instruction. They have done much towards attaining those objects. Their building is commodious, handsome, and well situated. A large play-ground is attached to it, in which the children assemble before going into school: "Before the school is opened in the morning and afternoon, the children are drawn up in classes in the play-ground and inspected, to see that their apparel is clean and in good repair,

\* First Annual Report of the Spital fields and Bethnal-green British School Society.

The amount raised and expended by this Society on the Abbey-street School, including the expenses of conducting them for the first year, is as follows:—

RECEIPTS.			EXPENDITURE.		
	£.	s. d.		£.	s. d.
Donations and subscriptions - - - -	2,141	16 3	Land and Building - -	2,855	1 0
Parliamentary Grant - -	750	0 0	Books, school furniture, &c. -	106	11 3
Grant from the City of London - - - -	100	0 0	Sundry Expenses - - -	69	2 11
Interest &c. - - - -	38	9 6	Expenses of conducting the schools for one year, after deducting the children's payments - - - -	30	13 5
				3,055	9 4
			- Deduct Receipts - -	3,030	5 9
			Balance due to Treasurer	25	3 7
			Outstanding bills - -	85	5 5
			Debt - -	£110	9 0

their shoes brushed, hands and face clean, and hair combed. If on inspection any one is found to have been negligent in these particulars, he is sent home to have the defect remedied. This plan has been in operation more than 12 months, and its effect is now very obvious in the appearances of the scholars generally. The rule has been in some instances complained of, but I am satisfied of its tendency to cultivate, both amongst parents and children, habits of forethought and cleanliness, without which they cannot expect to live either in health or comfort." (Master's Second Annual Report). In the play-ground, also, after school hours, the master goes through the gymnastic movements, marchings, &c., and devises various exercises, which he practises with them, for their mutual relaxation, and the promotion of health and strength.\*

A circular swing has been erected, and other gymnastic apparatus is to be added. In fine weather, when the numbers are overflowing, the play-ground relieves the school-room of many of the younger children, who can receive some of their lessons equally well in the open air.

The admissions are made once a week, by members of the committee, who attend in the class-room of the school for that purpose, a regulation of obvious advantage in saving the time of the master, and (as the parents bring their children) in making the supporters of the school acquainted with the applicants; 1,380 boys had been admitted in the two years from September 1839, and there were at the end of the second year 485 boys on the books.

Of the 392 who were admitted during the past year, the trades and occupations of the parents were—

Weavers . . . . .	132
Other artisans . . . . .	186
Sundry occupations . . . . .	74
	<hr/>
	392

The fluctuations in the numbers must be expected to be great in so poor a neighbourhood, and where one-third of the children belongs to the class of hand-loom weavers. Regularity of attendance, however, and punctuality in those who attend at all, are matters of moment, and cannot be overlooked without

\* On this part of the subject the master states in his Report, that "the play-grounds not only increase the attachment of the children to the school, by affording them healthful recreation, under the direction of the teachers, but likewise afford frequent opportunities of moral training. Previous to the school-hours, I esteem it my privilege to superintend the amusements there; then it is more frequently than at any other time that I discover the evils which I have to remove, and the spirits which I have to control. A considerable number of the boys are employed, when not in school, in assisting their parents. Nearly all, whose parents do not require them to work during the intervals of the school, continue on the premises about eight hours in the day. If it were not for the play-ground most of these must inevitably be exposed to the contagion of the public streets. The play-ground, therefore, is one of the most useful parts of the institution."

causing loss of time and encouraging idle and injurious habits. On this head it is affirmed, in the first annual report, that the attendance had become remarkably steady, regular, and punctual; frequently not more than four were absent without leave. This good attendance, it may be presumed, is the result of the plan of sending absent notices to the parent every time the child is absent without leave of the master, which subjects them to fine or dismissal. The doors are closed precisely at the hour named for the assembling of the school, and no child is admitted afterwards. While some of the parents of irregular habits have complained of the severity of this rule, numbers have expressed their approbation of it, from the satisfaction it affords them, that if no absent notice is brought their child has been in attendance.

The school is organized on the monitorial system, but is in a state of transition towards the adoption of the mixed method of arrangement. As this term is often misunderstood, it is as well to add, that in this system the use of monitors is not dispensed with, but they occupy a much less important position in the business of intellectual instruction. This is kept chiefly in the hands of the master, his assistant, and the pupil teachers; the latter are generally from 16 to 18 years of age, consequently of respectable acquirements, practising the art of teaching with a view to the profession of a teacher. They have been selected from among the monitors as having shown an aptitude for teaching, and an inclination for the employment; they are accordingly apprenticed to the institution. This is the first step of transition to the mixed method of organization. The monitors, who are young, act, as well as the pupil teachers, under the immediate guidance and superintendence of the assistant, chiefly in hearing the classes read over again the lesson read to the superior teacher; in questioning on a simultaneous lesson previously given by him to a class, in order to fix it in their memory; in hearing the spelling, and the arithmetic tables; in attending to the writing, and to various other points of the general routine and discipline. For such employments young monitors may be used without disadvantage, though in proportion to the skill and industry of the master and his teachers will the numbers of monitors be small, and the dependence upon them diminished. And it is obvious that the successful application of the mixed method, not merely to the organization of the school, but also in all the processes of instruction, must depend upon the completeness with which the master, assistant-masters, and pupil teachers have been taught and trained to the use of these processes, and upon their possessing to a greater or less extent the general qualifications for their important duties which have been above adverted to.

The difficulty of keeping up a supply of monitors of sufficient

competency is felt in this school, as in all the others I have visited, and is attributed to the same cause. The master observes, that "in consequence of most of the removals from school taking place in this class, there is a continual supply of new monitors, who require instruction not only in what they are to teach, but also in the best method of teaching." And he remarks upon the difficulty of selecting boys suitable for the office. There were present in February somewhat under 400 boys; the number being temporarily reduced by sickness and the existing depression of trade. For these there were in all four teachers, or one to every 100 boys. The numbers have, as I have been informed, since increased, and a corresponding addition has been made to the number of pupil teachers.

A temporary gallery is placed at one end of the lower school, which can be divided from the rest of the room by a curtain.

Twenty-five lessons on the simultaneous\* plan are given

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\* [I find different and very erroneous ideas attached to this word. A school organized on the simultaneous plan would, if its numbers were about 100, be divided probably into three large groups or classes, each of which would receive in turn its lesson from the master. The simultaneous lesson is that given to a class thus arranged. It is described by M. de Gerando, in his *Manual for Teachers of Elementary Schools* : \* "In the simultaneous lesson, the teacher instructs and directs a certain number of children together; he addresses to all the same language, the same demonstrations; all execute at once the same things, and act in union. \* \* \* He has his eye on all, and all observe and hear him. There is therefore more simplicity and more rapidity in his operations; the strength and the time of the instructor are distributed with more economy; imitation and sympathy animate and sustain the children in that common progress which they are making together; the harmony of their labour keeps up a natural discipline."

It is of the essence of this mode of arrangement and teaching that the children should be divided into large groups, each as nearly as possible equal in age, capacity, and progress. It can very rarely happen that instruction addressed to a whole school at once can suit the capacities of all. This can be more nearly attained under a judicious arrangement by divisions. But even under the most careful management, this method has its defects, as pointed out by M. de Gerando: "It cannot always happen, when the class is somewhat numerous, that all the children should really be of the same degree of capacity and advancement. The weaker, therefore, remain behind, and do not get on, while the more able are obliged to stop and wait for their comrades." It is in remedying this defect that the merit of the mixed method consists. It preserves the organization of the simultaneous method, and with it the lessons addressed to large groups at once by the master or assistant. But it preserves the advantages of the mutual and individual methods, by employing the agency of the more advanced and able monitors, paid, and apprenticed to the school, and thus converted into pupil teachers. These go over with the classes the lessons just given by the master; test the memory, correct the reading, &c., discover the deficiencies of the backward, and help them on. The mode of simultaneous answering in a class is not an essential part of the simultaneous method of teaching. It is a very questionable practice, as affording a considerable opening for deception. The first words of the answer of the quickest often suggests the whole; is caught with rapidity by the rest, and passes as theirs. If the questioning is proceeded with after the quick answerers are requested to be silent, it often happens that very few more answers are obtained.

A mode approved of by many masters is that of desiring all who can answer the question to hold up their hands. The answers of a certain number are taken before the master declares which, or whether any, are right. [It

\* *Cours Normal des Instituteurs Primaires*, by M. de Gerando, Paris, 1839, pp. 98, 100.

weekly to the several classes, comprising the following subjects:—

Scripture history; religious and social duties; music; geography; natural history; general subjects, assisted by objects.

In the Second Annual Report the master states the motives which induce him to give a prominence to this portion of the daily routine, and the results which he considers to have been produced by it: "The circumstances of many of the scholars preventing them from attending school for any length of time, I have deemed it essential so to arrange the school exercises as to cultivate among the scholars correct habits of observation, discrimination, and reflection, rather than to aim at the mere communication of knowledge, since by this means they obtain the power of acquiring knowledge for themselves when removed from the influence of the school. But while during the past year this object has been kept steadily in view, the present condition of the school, and the attainments of the scholars who have left, will, I trust, bear me out in the assertion that a greater amount of knowledge has been communicated than in the former year. This has been attained chiefly by means of the simultaneous lessons which are given by myself, my assistant, or the pupil teachers." The introduction of simultaneous lessons, together with the improvement in the character of the monitors, by their apprenticeship and separate instruction, as above mentioned, further indicates that this school is in a state of transition.\*

It may perhaps conduce to the better understanding of what follows, if a few of the chief heads into which the German writers have divided their numerous treatises on the subject of education, are briefly stated. They discuss—1. The Science of Education (*Pädagogik*); 2. The Art of Education. This division deals chiefly with the means of imparting instruction (*Didaktik*), and under this head falls the consideration of method (*Methodik*). This subject sub-divides itself into an inquiry into methods of organization, or of the internal arrangement of a school, as regards its form, the position of desks, &c., and methods of instruction, as those of Bell and Lancaster, Pestalozzi, Jacotot, &c.; *vide* Diesterweg, Denzel, Scherr, &c. &c.]

\* At present it must be regarded as an improved monitorial school, with occasional simultaneous lessons. In a school on the mixed method, the simultaneous lessons occupy a less prominent place, because the character of the instruction given to each class renders the simultaneous lessons, excepting for general religious instruction, less necessary.

I may here usefully draw attention to an error which I have encountered in my conversations with schoolmasters. I have heard the schools of the Glasgow Educational Society sometimes described as schools on the simultaneous method, whereas they are monitorial schools of a peculiar organization, into which have been introduced simultaneous lessons delivered to children assembled in the gallery. I understand that the schools least remote from this country, which are constructed on the simultaneous method, are the large town schools in Holland, whereas the schools at Battersea, Norwood, and the lower school of Greenwich Hospital, are each different examples of the mixed method of organization. In these schools simultaneous lessons are confined to general religious instruction, and to the cultivation of the perceptive faculties by object lessons; all the lessons to the classes partake of the characteristic qualities of simultaneous instruction, but with more individual teaching.

I may add, that on the question of the best mode of organizing schools, the Com-

The lower division of this school varies in number from 100 to 150. Two simultaneous lessons a day are given to these children while engaged in reading or in spelling, from the lesson boards (which were those of the Sunday-school Union, consisting of short familiar sentences within a child's comprehension); they were orderly and attentive. The manner of the monitors under the direction of a pupil-teacher, was well calculated to keep up their attention. They pointed with one hand to the letter or word to be read, and after a short pause, in which time was given for every child to consider the form, and recollect the sound of the letter or letters pointed to, they gave a slight signal by a motion of the other hand, when the whole draft or class pronounced the word together. The reason for allowing this pause proceeds from a correct appreciation of the difficulty a child taught on this system encounters in going over in its mind the many steps requiring its consideration before it can determine upon the sound to be applied to the object presented to it. It must first consider the form of each

mittee of Council have wisely occupied a neutral ground. They have granted assistance to schools organized in the most various manner, and have published plans equally of schools on Dr. Bell's or the Lancasterian, and on the mixed and simultaneous methods of organization. They have, however, been desirous that schools, in whatever way they were organized, should be improved by the introduction of more skilful methods of teaching, and for this purpose they have selected methods for publication equally applicable to monitorial schools and to those organized on the mixed and on the simultaneous methods. The two manuals now published, that on singing and that on writing, contain the most minute regulations for the adoption of those methods of teaching in monitorial schools. The improvement of the methods of instruction has evidently been recommended to their lordships' attention as a mode of promoting the success of elementary education, more free from interference with existing institutions than any other improvement which could have been introduced.

But the improvement of method is necessarily connected with that of the agency employed. A general conviction now exists that more care and time must be expended on the education of the masters of elementary schools. A desire is spreading to retain the services of the monitors (as in this school, in that of the Borough-road, and in some others) to a riper age; to give them separate instruction from the scholars; to apprentice them to the school, and thus gradually by a natural and easy transition, to raise the skill and knowledge of every agent employed in the instruction of a monitorial school.

The great obstacle to such improvements is the narrowness of the income of the schools, which prevents their offering sufficient inducements to the most skilful monitors to continue in the school to become apprentices, and cheerfully to embark in the profession of elementary teaching as they now enter hopefully into trades.

Yet I shall have to report examples in which these difficulties have been in a great degree surmounted, chiefly by the zeal and self-devotion of some of the most active members of the school committees. The monitorial schools in which these exertions have been made, might, perhaps, by a slightly increased effort, still further improve their organization. When a school, as in the instance alluded to, acquired a skilful agency of monitors apprenticed to the trustees or school committee, and from month to month improving both in knowledge and method, a year or two only will elapse before it would be possible to confide to each apprenticed monitor or pupil teacher a larger group of children. The transition to this arrangement is so obvious, that I am inclined to think it must have been from the first foreseen by those sagacious men, Dr. Bell and Mr. Lancaster, who may have regarded the monitorial school as a nursery, which should gradually produce an agency of assistant teachers, who, having grown familiar with the business of instruction from boyhood to adolescence, might with riper years and more matured experience become more suitable moral instruments for elevating the character of the children of the labouring poor.

individual letter, then the form they present in combination; the sound of each separately; the sound to be given to the combination, and lastly the manner of giving expression to that sound. The appliances towards teaching the letters were, square pieces of wood with letters on each face, formed by the younger class, under a monitor, into various small words; and practice in drawing the forms of the letters on slates. The habit of exercising the eye and the hand in this manner, and also that of correct observation, cultivated by the object lessons, during which they are required to notice and describe, in their own words, the forms, qualities, &c., of simple substances, seemed to have quickened their intelligence, and had accustomed them to quiet attention and individual effort. Two points, however, in the method pursued in this part of the school seemed defective. The exercises in copying the letters, as an aid towards learning to read, did not appear to be of a sufficiently systematic character, proceeding gradually from the elementary forms to the letters and figures that belong to each. I have no doubt, also, that when the manual for teaching to read on the Phonic method is generally accessible, the conductors of this school will reconsider the old dogmatic mode at present used, with a view of comparing it with a method which is in accordance with the natural process of a child in acquiring knowledge, inasmuch as it assists its faculty of imitation, and presents the difficulties it has to encounter in a series so progressive that they may be mastered without any undue demand upon its capacities.\*

The middle and largest division comprises those who are in various stages of advancement in reading, from the lower one, that of learning short and easy sentences, to an approach to reading with facility and correctness. This division also is separated by a curtain from the other two, during all *privé* *voce*

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\* The principle of this method of teaching to read is thus described by Dr. Bache in his valuable Report on Education in Europe. He is noticing the methods pursued at the Orphan House at Halle. The child first draws his letter on the slate, and is taught to name it by its sound: "When the sound of the letter has been learned, not its common arbitrary name, but the sound which it has in composition, the pupil has made some progress towards knowing how to form combinations, which is the next step, the vowels placed alternately before and after the consonant. The combinations are first written on the slate, and then pronounced. The next exercise consists in placing a vowel between two consonants, which is followed by other simple combinations. These being classified by careful study, the child is soon able to compose simple sentences, in which his ideas are developed, so that the mechanical operation of writing and reading is interspersed with intellectual exercise. In this the talent of the teacher is strikingly exhibited, and a prescribed routine of instruction would fail in its object. The written letter being once learned, the next step is with the printed, and a reading book is not introduced until the child has felt the necessity of it in his further progress; it is then a relief, and not a task."

"I saw here a class which had been under instruction for only nine months, the pupils of which wrote short sentences very legibly in a hand of medium size, spelled them correctly and read them distinctly."—Report on Education in Europe to the Trustees of the Gerard's College for Orphans, by Alexander Dallas Bache, LL.D., President of the College, Philadelphia, 1839, p. 105.

lessons. Each boy receives two simultaneous lessons a day, either on scriptural or general subjects, from the master or assistant. Occasionally the pupil teachers take a part in this, and to them is chiefly entrusted the detail of instruction in this division. They superintend the reading, writing, and ciphering, and watch and direct the monitors in these branches. The books used are those of the British and Foreign Society, and of the Irish Commissioners. Each boy in the lower sections, using the second books, spells and reads a clause, then a sentence. They are then questioned, and the meaning is impressed upon them. This part of the monitors' duty requires frequent supervision, and can seldom be done effectually by them alone, of which I had occasion to observe several instances. They were, however, careful not to pass over an error where they noticed one, and were able to maintain discipline and attention. Some of them had acquired a very fair idea of their duties, and when desired to put questions to their respective drafts on the points of Scripture which they had recently assisted in teaching them, they did so without reluctance, and in a natural manner, showing a proper degree of confidence in their recollection of their subject, and a command of appropriate language in addressing themselves to their young pupils. Mulhäuser's system of teaching to write had only recently been introduced, but with an evident good effect. A comparison of the writing of those taught on the old method with that of those who had been practised on Mulhäuser's, displayed a considerable superiority in the latter, both in regularity and clearness, in uniformity of progress, and in the advance made in proportion to the time employed. The arithmetic was still in the earliest stages, though progressive, and with some attention to teaching the principles of notation, as well as the mere practice of the early rules. In the more advanced sections of this division Chambers's Book of Nature was read, but with effort and not much intelligence. The subjects are of great interest to childhood, and would be rendered more clear if each was first introduced by the familiar explanations and illustrations which can be readily given in the simultaneous lesson. Little had been taught to this part of the school of the outlines of geography, partly, perhaps, because the more elementary subjects were not yet sufficiently advanced. The foundation however might have been laid, by aid of the oral lesson and its illustrations, in conveying ideas of relative distances, or of the mode of representing them on maps, of the leading features of the earth and its great divisions, the causes of day and night, and the other great visible phenomena of nature.

There was undoubtedly apparent in the several sections of this division a progressive development which betokened the



care of the master to prevent unequal classification. I did not find, however, that these were altogether avoided. I observed in this, as in all the schools I visited, instances of boys being placed above their proper position, and therefore causing obstruction to others by their want of the requisite preparation. In a school organized on the mixed method, this may be done with less disadvantage, because the master is able, by this arrangement, to discover more readily the precise deficiencies, and to apply himself to their correction; also, the intelligence of the quicker boys is thus made more directly to contribute to the improvement of the more sluggish. In this case there were boys who had been but a short time at this school, who had, however, attended for various periods at others (some for two and three years), at National and Sunday-schools, as well as schools of the British and Foreign Society, but who had learnt nothing effectually. A few instances may suffice to illustrate what I found to be the general state of the different lower sections. In one, five boys had been at the school about a year, read decently, and showed intelligence in answering numerous questions; six who had attended only two months and under, though from 9 to 11 years old, and who had been from one to three years at other schools, could only read most imperfectly, and were quite unable to answer the most simple questions, showing either an utter ignorance of common language, or a complete incapacity to express their ideas. In another draft, two had been at this school under six, two under three months; all came from other schools; they were in all respects much behind the remaining seven with whom they were classed. In a third, six had frequented this school about nine months, and had advanced a class or two; could write in books, and answered questions satisfactorily; three (about three months at this school), one 11, the other two 12 years old, and known to have been at other schools for considerable periods, seemed to have no recollection of anything they had been taught, joined together the Lord's Prayer and the Belief, and showed, when questioned by the monitor, an almost total incapacity to exert their faculties when any demand was made upon them that required the commonest exercise of thought and the simplest powers of expression. The master had it in contemplation to form a "backward class," to receive some extra attention from a pupil teacher and a selected monitor, whose duty it would be to prepare those placed in it for removal in due time to classes composed of boys of their own age. The very slight acquirements that the majority bring with them seem to have presented a difficulty to him from the commencement, which is thus noticed in his first annual report:—"Although many of the children had attended other schools before being admitted into this, I found

their acquisitions remarkably slender; not more than twelve had been admitted during the year (out of 988, of whom 901 were between six and twelve years of age), possessing any knowledge whatever of geography, or the ability to read a paragraph of a common book with pleasure to themselves. They have not been able to read without faltering and numerous mistakes. Those twelve had all attended British schools, but not more than six of them could compose a simple sentence, or write a line from memory. Very few who have been admitted could explain what they were able to read; not more than twenty could explain the meaning of any word."

A remark is added on the "comparative superiority of their religious knowledge." I am bound to say, that my own observation of children under similar circumstances has in general led me to the conclusion, that the superiority, if it exists at all, can only be considered as of a very limited and qualified kind.

With the exception of those above mentioned, whom I found misplaced, the preparation of the rest composing the middle division was so progressive as to make the transition easy from thence to the upper. In this the mode of reading denoted intelligence.

The knowledge of Scripture was fair, and seemed, as far as it had been carried, to have proceeded with a regard to method, and the illustration of one part of Scripture by another.

About 60 (not the most advanced) were tried with an exercise in dictation, which was accurately performed by the majority. Little actual progress had been made in arithmetic; but an effort was visible to teach the principle of each step; not yet, however, on the Pestalozzian method of exhibiting the theory of numerical combinations.

About five simultaneous lessons were given to this division per week, perhaps a sufficient number, as an activity of mind had been already excited, and time was more valuably employed in exercises requiring more of separate and individual exertion.

I had not the opportunity of hearing whether these simultaneous lessons were uniformly given with due skill and adaptation to the hearers, proceeding from a proper mastery and methodical arrangement of the subject, so as both to enlarge the pupil's field of view and accustom him to an orderly and systematic mode of pursuing knowledge. This can seldom be done without previous careful reflection and preparation by the teacher, for which his evenings should afford him time.

The very important exercise of occasionally writing from memory the substance of these lessons is here practised; also the boys of this division are encouraged to search for and transcribe at their homes texts of Scripture, which are arranged

with a view to illustrate and impress the leading duties and doctrines of the Gospel, and those who could write decently were during their writing lessons occasionally directed to copy from books passages deserving of being stored in the memory. The habit of preparing tasks out of school is one which seems to be very rarely encouraged at the day schools of the labouring classes; many of the children attending them are employed in various ways during a portion of that time for their parents; many others however are not; and as out of the 24 hours they are only occupied about six in their schools, a great deal of valuable time must be thrown away. The school hour is nine in the morning, excepting during the winter months. Much might in the great number of cases be learnt and done by them in the mornings at home, and the evenings in winter would afford to many the same opportunity. One of the obstacles to the proper progress of elementary instruction in these schools at present is, that the child's mind is exerted for so short a time each day. Deducting the time given to writing, arithmetic, and other details, some of which require little mental effort, what remains to be devoted to the intellectual development of children from 10 to 13 years of age seldom amounts to as much as two hours a day in those schools, still the great majority, where the mode of teaching by simultaneous lessons has not been introduced, as it may be, in combination with the monitorial organization and methods. This is obviously less than might with propriety be required of children approaching and exceeding nine years of age. In the schools of the higher classes the faculties of boys of those ages are under exertion twice and three times as long as this daily. The elder children at the popular schools might probably be induced to practise the arithmetical rules at home, after learning the principles; striking passages from Scripture or elsewhere, having been read and commented upon, might be committed to memory; the accuracy with which the task had been performed would be tested in a few minutes in school by the correct repetition of a small portion only. The substance of lessons received, or exercises of various kinds, might be written on the slate at home, the master and his assistants revising them at their leisure in the evenings, or before the school hour in the morning. I found, in a few instances, that the parents had been induced, by the reasonable representations of the masters or members of the committee, to require of their children the employment of some portion of the time now wasted, in the manner specified.

The geography lessons dwell too much on general outlines and names of places, without sufficiently entering into the physical conditions and products of the various countries, and the social state of their inhabitants, or pointing out the influence of these

circumstances on each other.\* No attention had yet been given to English history, very little to those simplest elements of mechanics which connect the instruction of the school with the pursuits of the skilled artisan. Among these pursuits it is intended to encourage a taste for drawing, as the foundation of a local school of design, with the view and the evident tendency to promote that important branch of the staple manufacture of this district, the art of designing and drawing patterns. Some aptitude had been called forth by the instruction already given, affording a promise of what may be done through the assistance of a professed master, aided by suitable models and drawing studies." Vocal music had made considerable progress. "By the kindness of a private individual, two of the elder monitors, who have been acting as pupil teachers, were sent to the normal singing school established in Exeter Hall, under the sanction of the Committee of Council on Education, and placed under the care of Mr. Hullah. They have received certificates of competency; and Mr. Hullah's method of Wilhem was, at the date of the last Report, systematically taught to 207 of these boys, of whom 117 were learning the first principles, 58 could sing at sight from written music containing no interval greater than a fourth, and 32 from music containing no interval greater than a fifth; some of the latter had previously made progress on the plan of Mr. Ilickson, whose books are also still used at this school."

The discipline was well and quietly maintained without any approach to harshness; corporal punishment of any kind was said to be very seldom resorted to, and never with severity. No rewards are given. The committee of the school record with approbation the improvement in "the moral behaviour of the children; their general good humour, their desire to help each other, and their kind treatment of dumb animals, together with the entire absence of bad language when at play." The registers are kept with regularity. The small school library presented for the use of the monitor's class had been of essential service. "Many of the books are daily used as works of reference in the general business of the school."

\* Dr. Bache thus describes the mode of teaching Geography at the Orphan House at Halle: "The geographical instruction, founded upon the method of Pestalozzi, proceeds strictly on inductive principles, and is an example of how much may be done by making the pupil proceed from the known to the unknown. The following was the course of a recitation which I attended on the subject. The teacher drew first from the knowledge of the term 'body,' then led them to define extension, dimensions, &c., and thus furnish them with ideas of space. Sun-rise and sun-set were used for establishing the position of the cardinal points, and that of the class-room was determined with reference to them. Then commencing with home, with a map of the city of Halle, they gave an account of its localities, and the history connected with them. Widening hence in circles, the natural and political features of the surrounding districts were described, always indicating the real directions of places. The pupil thus grasps every step of geographical knowledge; begins with his own house, rambles through his own town,

The monitors receive no pay or reward for the discharge of their duties; they are said, nevertheless, to perform them with assiduity, considering their age and previous training. Judicious countenance and encouragement from the members of the committee, and the instruction and example of the master, assistant, and pupil-teachers, tend to impart the necessary preparation. "On several occasions opportunities have been afforded, by visits to the East India Docks, and Messrs. Greene and Wigram's ship-yard, by excursions on the Thames, and by other means, for extending their information, and giving them an acquaintance with the works of nature and art, and they have shown in their classes that these opportunities have not been thrown away upon them. They have frequently referred, in the course of their teaching, to the information thus obtained, and thus have these excursions been made subservient to the general efficiency of the school."

The situation of this institution in the midst of the poor and depressed population of Bethnal-green, the liberality with which it has been set on foot and supported, the favourable aspect as regards efficiency which it already presents, and the promise it holds out of making a still nearer approach towards embracing the wide sphere of utility which is open to a well-conducted elementary school, will justify perhaps some notice of the cost at which it is conducted. It has been seen that the sum expended in the purchase of the site and in the building for the accommodation of 400 boys and 250 girls amounted to nearly 3000*l.*, of which 75*o*/. was furnished by the parliamentary grant. The cost of maintaining the schools for the first year deducting the children's payments, was 30*l.* 15*s.* 7*d.*; for the second year 86*l.* 5*s.* 7*d.*, giving as the average of the two years, 58*l.* 9*s.* 6*d.* The details of this expenditure are given below.\* In their first annual Report the committee of these schools congratulate their subscribers on the fact of the greater part of the

makes excursions in its neighbourhood, sets out on his travels through his father-land, visits foreign parts, sees what is worth seeing in the natural and artificial state of the country, finally learns the relation of its parts and of the whole to other worlds, and thus the interest is kept up from the first to the last."—Report on Education in Europe. p. 106.

\* EXPENSES OF CONDUCTING THE SCHOOL FOR ONE YEAR.

ANNUAL EXPENDITURE of the Abbey-street School, Bethnal-green, from September 1839 to September 1840.

	£.	s.	d.
Master's salary, one year . . . . .	45	0	0
Assistants . . . . .	35	3	0
Cleaning . . . . .	2	10	0
Coke and candles for both schools . . . . .	4	12	11
Pens, ink, paper, pencils, and other school materials for both schools	14	4	9
Incidental charges . . . . .	5	19	1
Governess's salary, one year . . . . .	25	0	0

annual expense being provided by the people themselves; they solicit, however, extra aid, in order to maintain them to some extent as model schools for the neighbourhood. Subsequent experience and reflection seem to have led them to a much higher estimate of the cost of maintaining efficient schools of the ordinary class. The annexed was furnished to me by an active and intelli-

	£.	s.	d.
Assistants . . . . .	4	16	0
Cleaning . . . . .	2	12	0
Working materials . . . . .	3	11	9
Incidental charges . . . . .	3	15	8
Water-rate . . . . .	1	5	0
	£118	10	2
Less, One-half of the children's payments, the other half being allowed to the master and governess respectively.			
	£.	s.	d.
Boys . . . . .	85	1	11½
Girls . . . . .	32	4	9½
		117	16 9
Cost of Conducting Schools one Year . . . . .	£30	15	5

On the books September 1810—Boys, 465: Girls, 210.

From September 1840 to September 1841—Annual Expenditure.

Boys' School:	£.	s.	d.	£.	s.	d.
Master's salary . . . . .	55	0	0			
Assistants and cleaning . . . . .	48	18	0			
Incidental expenses . . . . .	5	11	0			
				109	9	10
Girls' School:						
Governess's salary, &c. . . . .	27	10	0			
Assistants and cleaning . . . . .	10	4	0			
Working materials and sundries . . . . .	3	18	7			
				41	12	7
General Expenses:						
Coke, candles, gas . . . . .	10	11	10			
Stationery, printing, pens, ink, and other school materials . . . . .	30	10	4			
Expenses of Examination, 1840 . . . . .	3	13	8			
Children's excursion to the country . . . . .	5	0	0			
Collection poundage . . . . .	2	11	6			
Mr. ———'s expenses to the country on the business of the Committee . . . . .	3	12	0			
Master's tea meeting . . . . .	2	16	0			
Water-rate . . . . .	1	5	0			
				60	7	4
Less, One-half of the Children's Payments:				211	9	9
Boys . . . . .	92	17	9½			
Girls . . . . .	32	6	1½			
				125	1	2
				£86	5	7

On the Books, September 1841—Boys, 185: Girls, 170.

gent member of the Committee as the result of a full consideration of the total cost of these schools from the commencement.\*

It is difficult to see from what part of this estimate any great deductions can be made, consistently with providing books and apparatus in proper quantity, the proper number of assistants, pupil-teachers, &c., and a class of masters qualified by ability, acquirements, manners, and morals, for a position and employment than which society has but one more important, and none hitherto so neglected. Any deductions which will tend to reduce the educating power would, by diminishing confidence, in all probability lessen the receipts: the contrary principle will afford the best security for maintaining and augmenting them. The poorest and least-instructed

\* **ESTIMATED EXPENSE of Maintaining a School in London for 300 Boys and 200 Girls.**

ESTIMATED RECEIPTS.			ESTIMATED EXPENDITURE.		
	£.	s. d.	Salaries :	£. s. d.	£. s. d.
One boy or girl at 2d. weekly for 48 weeks is 8s.			Head Master . . .	120 0 0	
300 boys at 8s. is . . .	120	0 0	Assistant . . .	30 0 0	
200 girls . . . . .	80	0 0	Two pupil-teachers	25 0 0	
100 boys an extra 1d. per week. . . . .	10	0 0	Paid Monitor . . .	4 0 0	179 0 0
50 girls . . . . .	20	0 0	Head Mistress . . .	60 0 0	
	<u>£260</u>	<u>0 0</u>	Assistant . . . . .	18 0 0	
			Pupil-teacher . . .	8 0 0	
			Paid Monitor . . .	3 0 0	89 0 0
Deduct,			Total Salaries . . . . .	£268	0 0
Short attendance from Christmas to Lady- day, chiefly among the youngest, one- sixth of boys, or 50 at 2s. . . . .	£5	0 0	Class-books, maps, slates, and other school requisites. First cost of such a school would be 70l, and, on an average, they would re- quire to be renewed every four years, but to be low enough, say five years; one-fifth of 70l. . .	14	0 0
One-fourth of girls, or 50 at 2s. . . . .	5	0 0	Pens, ink, and other stationery . . . . .	£8	0 0
40 per cent. for casual- ties . . . . .	26	0 0	Firing cannot be less than . . . . .	7	0 0
	<u>36</u>	<u>0 0</u>	Lighting and clean- ing, at the least . . .	6	0 0
			Working materials for girls' school . . .	3	0 0
			Repairs . . . . .	15	0 0
			Incidentals . . . . .	5	0 0
					41 0 0
			Rent and taxes, if not otherwise provided for, according to cir- cumstances. . . . .		
Total Receipts from the Chil- dren . . . . .	£224	0 0	Total Expenditure	£326	0 0
			Deduct Income . . . . .	224	0 0
			To be provided for from other sources, or, one-fifth of the number of children to be edu- cated expressed in pounds	102	0 0

parents seem to become quickly sensible of the value of good schools, by the progressive improvement visible in their children, both in conduct and intelligence, and to such, as in the end the cheapest, they are found to send them more willingly and more steadily. It is probable also that by fixing a high standard of acquirement in the head-master and head-mistress, a superior class might be maintained, consisting of the children of tradesmen, shopkeepers, &c., at about 5s. a quarter, or even more. If 40 of this class could be got to attend, it would further increase the receipts by 16*l.* to 24*l.*\* But even with such aid a considerable sum would remain to be provided from extraneous sources, over and above the weekly contributions, in the cases of schools established on the scale above supposed. In the one under consideration, a concentration of interest and exertion may meet the demand; but the Committee in their Second Annual Report recur to their previous announcement, that there were still 6000 children in the parish of Bethnal-green alone without the benefit of any daily instruction, and they reiterate an inquiry which they rightly say "must sooner or later receive from the legislature and the country that attention which its importance deserves—from what sources, voluntary or public, or both combined, the population, not of this parish alone, but of the country at large," is to receive an education at all deserving of the name?† It results

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\* A casual source of income, in aid of the school funds, might sometimes be found in permitting the school-room to be used in the evening for singing classes, the delivery of lectures, the meetings of Friendly Societies, &c.; from 15*l.* to 20*l.* per annum are occasionally obtained in this manner.

† I have been favoured with the calculation on which this statement, that 6,000 children in the parish of Bethnal-green are without the means of instruction in day-schools, is founded. It appeared to have been based on accurate personal inquiries, and has been prepared by a gentleman locally interested in, and well conversant with, the district. Extract of a letter from James Miller, Esq., Buxton and Co.'s Brewery, Spital-fields: "The population of Bethnal-green by the late census, is, I believe, 74,087. By a very careful inquiry which was made in 1837, under my own inspection, in several contiguous streets in that parish, comprising rather more than 8000 persons, I found that 1 in 4½ of the population are children between the ages of 5 and 14; dividing, then, 74,087 by 4½, we have (in round numbers) 16,500 as the number of children between 5 and 14. From this number I deduct one-eight as belonging to the middle-classes, or to such as possess the means of providing for the education of their children, leaving 13,410 as the children of artisans. These children, I am sure you will agree with me, ought every one of them to have such an amount of training and instruction as may be necessary to qualify him to earn an honest livelihood, and to discharge the relative duties which he owes to his immediate connexions, and to the society of which he is an integral part. The period which I have chosen for giving this instruction, is that between his 5th and 14th year; but as it is obviously unreasonable to expect that every one of these children would attend school for the whole of that period, amounting to nine years, it is manifestly unnecessary to provide schools for them all; we must assume an average, therefore; considering the little progress which most children make before they are seven years of age, I think I do not err on the side of extravagance, in claiming for them an average of five years out of nine. If, then, we take five years as the average, and take five-ninths of 13,410 as the number who may reasonably be expected to attend daily, this will give 7466; or, to give ample room for each, I would call it 8000; this, then, is the number for whom I think boys and girls' schools ought to be provided, or something less than one-ninth of the population. Without going into so minute a calcula-



from the detailed calculation above given, that for every 10,000 children to be properly educated in popular schools, on the scale referred to in the estimate, the sum of 2000*l.* (one-fifth of the above number expressed in pounds) would be required over and above the sums likely to accrue from school fees. It is assumed that all could and would pay a moderate contribution of 1*d.* to 2*d.* per week; and although this manifestly cannot be expected from a large class, consisting of the poorest and the most negligent, it may perhaps be taken to be balanced to some extent by the extra contributions and resources which have been referred to as a probable fund for adding to the annual receipts, but which have not been taken account of in the general calculation. But on the supposition that 2000*l.* will be required to be provided by the public in some form or other, above the school fees of the children, for every 10,000 children of the poorer classes that are to be educated in the manner proposed, then generally one-fifth of the number of children to be so educated, expressed in pounds,

tion of the number of infants (or children under five) who ought to be provided for, which I have not the same means of doing, it may serve as a guide if for every school of 500 boys and girls we assume that a school for 150 infants should be provided.

But this is a proportion which ought to vary according to the nature of the population. For instance, in a manufacturing place like this, where every adult person of both sexes finds employment, it is manifest that the parents cannot take the same care of their children as can be done in a rural district, where the employment admits of a greater amount of parental care being given to the children; but assuming the proportion which I have stated as reasonable for this place, we should require schools for 2500 infants.

Our population of 74,000 inhabitants, then, ought to have effective schools for	
Boys and girls . . . . .	8000
Infants . . . . .	2500
Total . . . . .	<u>10,500</u>

Our present supply is

National British and Endowed . . . . .	2550
Others in progress, probably . . . . .	700
Infant-schools conducted by teachers who have been trained. . . . .	500
Others in progress, probably . . . . .	200

Yet unprovided for . . . . .	<u>6550</u>
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Of these 6550 children, I should think that 1500, or more, are sent by their parents to "Dames'" Schools. Those who are thus sent are chiefly under five, and the parents are content to pay 2*d.*, 3*d.*, 4*d.*, and even 8*d.* per week, without expecting they should be taught anything; but merely that they may be in a place of comparative safety, whilst they themselves are pursuing their daily toil. So much for the extent to which, in my opinion, education should be provided in Bethnal-green.

The expense of securing adequate instruction to these children ought not, in a great community like this, to present a bar to its accomplishment.

If those 5000 boy and girls in Bethnal-green are to be educated upon the scale detailed above, a sum of 1600*l.* must be raised by some means to do it. A further sum of 500*l.* would be required for the 2500 infants, supposing that their education could be secured at the same rate, making together 2100*l.*

would represent the sum required. The population of England and Wales being 16,000,000, one-sixth, or 2,700,000, may be taken to be children belonging to the classes who would supply these schools, and between the ages of four and 14. Of the 10 years between four and 14, five may be allowed as the period of attending schools. These five-tenths, or one-half of 2,700,000, will give 1,350,000, as the number of children for whom the means of education should be provided, and one-fifth of this number, or 270,000, may possibly express, by a reasonable approximation, the annual sum to be furnished for that purpose for this portion of the United Kingdom, over and above the sum likely to be contributed in school fees by the children themselves.

As this calculation applies only to their annual maintenance, the cost of the school buildings yet required would remain.

On this subject I will merely express my belief that in many cases in densely inhabited and comparatively poor districts, the want of new buildings might be supplied by a better use of those already existing; considering the cost of erecting and fitting up these buildings, they are very inadequately employed, seldom more than six and a half, scarcely ever more than seven and a half hours out of the 24. I acknowledge the value of keeping the children as long as possible during the day under the eye of the master, and free from the evil influences to be met with in the crowded streets of large towns; but where, from the poverty of the neighbourhood, or any other cause, new buildings cannot be obtained, much more may be effected with those already in existence. I conceive that with a double set of good masters and assistants, the same building might be used for 11 hours each day, 12 being occupied by two day-schools, and two hours of the evening by an evening adult school, or by singing classes, &c.\*

According to present arrangements, the morning school seldom begins before nine o'clock; the afternoon ends at five, or a little later. The valuable hours before nine o'clock in the morning are lost for purposes of instruction, to the children of the labouring classes.

There is nothing in their habits or their necessities to prevent their sending their children to the school as they do to the factory or to field labour, at an early hour in the morning. In summer, from half-past six to half-past eight, and from nine

to twelve; in winter half an hour later (the interval of half an hour being allowed for breakfast, which many might bring with them) would suffice for the first or early school; five hours of real teaching per diem, or 25 hours a week, would be enough for every purpose. At Norwood, the industrial occupations employing two days out of six, the average hours of instruction per week are under 20. The afternoon school, under a different set of masters, might be held from one till four, and from half-past four till half-past six. This would enable those children required by their parents in the morning or at other times to attend at the period of the day most convenient; and the large numbers still without instruction in populous localities would seem to prove that in very many cases an ample supply might still be gathered to one point without materially extending the area. There would remain for the purposes of an evening school two hours, from half-past seven to half-past nine, to complete the 14, during which a commodious well-ventilated, well-situated school-building might be made useful. The masters having only five hours of labour in the day-school, would have leisure for study and preparation, and might alternately conduct the evening classes or lectures, adding through that medium to their own incomes, and to the importance, estimation, and pecuniary resources of the school.

The Harp-alley School, Farringdon-street, has added to its previous means of efficiency by the employment during the last year of an assistant and a pupil-teacher. The attendance varies between 150 and 200; the amount of assistance, therefore, thus placed at the master's disposal, is such as to enable good and careful teaching to be extended to all the children, and the result may be expected to correspond to the care with which every part of the school shall be brought daily under the influence of the superior personal instruction of the master and his assistants, and with the attention they may bestow on maintaining and extending their own qualifications by study, and the observation of such improved methods and arrangements as may recommend themselves to their consideration. The assistant superintends the lower division, consisting of about 80, chiefly under eight years of age; they receive from him a simultaneous lesson twice a day on scriptural and general subjects. Lesson boards are only used for teaching the letters and monosyllables; as soon as these preliminary difficulties are overcome, the further process of reading and spelling is taught from elementary books, which are provided in sufficient numbers for the purpose. Those among them who had been at the school long enough to derive any benefit from it, exhibited a very fair degree of intelligence. The pupil-teacher takes part with the master in the instruction of the middle and upper divisions; the former, though not distinctly marked by name,

is sufficiently indicated in schools which are carefully taught, as comprising those who are in a state of fair progression from the earliest rudiments to such a degree of intelligence and skill in reading as places them under the more immediate care of the master. In this school I found the middle section in a tolerably progressive state, considering the time that the additional assistance had been available.

The fluctuations in this division were said to be great, and many who had attended but a short time were very backward, and therefore misplaced. But the minds of those who had been in steady attendance from six to twelve months had been to a certain extent unfolded; they showed some capacity of expressing their ideas; possessed a fair foundation of the New Testament history, and were making successful efforts at reading the short sentences of their lesson-books. Of these each boy had one, which he was taught to value; each word, and each lesson, was explained, read, and then spelt. This portion of the school, however, seemed to be left rather too much to the monitors, and therefore exhibited deficiencies which a more proportionate share of teaching from the master or assistant would probably correct. The upper division, consisting of about 50 boys, and enjoying more of the advantage of the members' personal teaching, appeared to be much more advanced than those immediately below them, though differing little in age or in the time of their attendance at the school. They read with apparent interest and intelligence the books of the Irish Commissioners, and seemed to have some suitable knowledge of the common subjects of elementary instruction. Attention was paid to giving them an acquaintance with language, care being taken to habituate them to seek for clear ideas from what they read, and to express those ideas correctly in their own words. Drawing forms a regular part of the school business, being first taught on the slate. A drawing-master attends twice a week. The elements of mechanics are also taught by the aid of a set of models of the mechanical powers. Both these subjects have a useful reference to the probable occupation of many of these children in the various branches of mechanical industry. Singing by note is making satisfactory progress. A school library has been provided "for the use of the most deserving, and also a collection of books called the Master's Library, capable of opening new sources of instruction to the master, and through him to the school at large." The boys who attend the drawing-class pay part of the expense; separate subscriptions also are made towards a fund for providing the additional assistants. Contributions of a guinea a year are given by some of the parents who desire that their children should have the benefit of the instruction afforded in their school, but whose circumstances dispose them to accept it only on the terms of making a higher

than the usual payment. These indications of confidence and valuable co-operation hold out encouragement to the further prosecution and gradual perfecting of those measures of improvement which have been satisfactorily commenced by the master, with the aid and sanction of the supporters of this school.

The Royal British Institution, Tabernacle-row, City-road, though not yet conducted on the principle adhered to in those above mentioned, namely, that of providing a proper supply of teachers in proportion to the numbers to be taught, requires to be noticed in this place, inasmuch as the contrary principle, that of endeavouring to teach 200 boys and upwards by one master with the aid of monitors, is there acted upon under circumstances giving it an unusual chance of success.

There were on the books on the 10th February of this year, 456 boys between six and seven years of age. The average attendance was at the time reduced to somewhat below 400, by prevalent illness and the pressure of temporary distress.

The labour of teaching those was divided between the master and an assistant, at the rate consequently of about 200 to each. The master possessed qualifications for his office beyond those usually found in the masters of popular schools. He had obtained some acquaintance with the classics and other branches of instruction at the London University, and by subsequent study. He had availed himself of opportunities of observing the methods pursued at the Edinburgh Sessional School, at the schools of the Irish Board of Education, and elsewhere, and he had had the experience of about 10 years as a teacher. His assistant, who had received instruction at the Central School of the British and Foreign Society, appeared to possess the zeal and intelligence requisite for the effective discharge of his duties. The building, which has been converted at much expense to the liberal supporters of this institution from other purposes to that of a school-room, is of unusually large dimensions, being 80 feet by 50, and about 40 high. The desks are so placed as to leave a wide passage up the centre of the room, and another on each side; there is also an interval between each two, in which the respective drafts are ranged with ease, when they are moved from their desks; and the passages being thus left free, the monitor or assistant can proceed readily from one draft or one part of the school to the other without creating interruption.

The supply of books, maps, black boards, and other apparatus, though not abundant, was not below what is found in the majority of schools. A satisfactory tone of discipline seemed to prevail. Everything proceeded with quiet regularity, no change of occupation in a part producing disturbance

to the rest ; and no one in teaching, reading, or conversing, or answering questions, elevating the voice above the natural tone. The simultaneous method was practised daily in conjunction with the monitorial. The collective lessons on the former method were given by the master and assistant, and whatever was left to be taught by the monitors was tested and examined into twice a week. These advantages had developed in certain parts of the school and in certain departments of instruction an activity of mind and accuracy which were creditable. Nevertheless it was impossible not to observe a great deal that was imperfect ; and the master was of opinion that, considering the very early age of the monitors, and the extreme ignorance of most of the children on entering the school, it would require the services of two more assistants or well prepared pupil-teachers to do justice to so large a number, by carrying forward each department of elementary instruction with proper regularity, precision, and despatch.

The younger classes, comprising about 130 children, for whom the infant-school methods would have been more appropriate, received one hour of simultaneous instruction daily. They were also taught the Lord's Prayer and the Commandments, care being taken that the repetition of these was accompanied with a due sense of their import. The middle portion of the school was making progress in reading from the Second book of the British and Foreign Society.

In other respects but little advance had been made in this and the lower division. The master stated that the majority of these children came to him with intellects deadened either by neglect or by previous bad teaching, and without the apparent capacity of exhibiting the least exercise of thought : of this I had occasion to observe numerous instances. Boys of nine to eleven years of age, capable of reading, though imperfectly, and having been a short time at this school, were only able to repeat the few particulars of religious instruction which the master had had time to convey into their minds ; showing some sense of the attributes of God, of His works, of their own nature, of sin, and of redemption, but beyond this they seemed ignorant of every fact of Scripture. His first object was to excite in them activity of mind, and to lead them to exert it on the subjects on which they were addressed, by calling forth an expression of their own ideas ; in the same manner to habituate them to associate meaning with the words they read, and to make them value their book for the sake of what it was the means of communicating,

The deficiency which seemed most to pervade this portion of the school was in the arithmetic, neither the classes nor their monitors being able to explain the principles of notation, or those of the common rules they were engaged in working.

The upper division, consisting of about 90 boys, receive two

simultaneous lessons daily, of an hour each, on scriptural and general subjects, from the master or assistant. They read well. Some who were tried wrote accurately from dictation. They had made some little progress in grammar and etymology, the latter of which had recently been entered upon. A few were able to draw maps and simple figures on slates with tolerable skill. They were imperfect in their acquaintance with Scripture, and but little advanced in ciphering. They received occasionally a familiar lecture on the more prominent facts of English history, accompanied with the dates of the leading epochs. The master had felt the importance of accustoming the child's mind at an early age to attach the events it hears of to their proper epoch and place in the stream of time. The general want of all attention to this point is the cause of the grotesque confusion in which so commonly the historical incidents, whatever they may be, that a child has heard of, are ranged in its memory. It is not answerable for the error of classing together persons and facts which are separated by centuries. In all probability they were so united in some of its consecutive lessons, and no pains had been taken to assign them to their proper place, still less to associate them together as clear and well-defined steps in the connected train of history. But in order that it might comprehend accurately, and be able as it were to picture to itself any distant point of time, it is essential that it should first have been taught to embrace short periods within the limited boundary of its own experience. From thence, by a further exercise of imagination, it may be led step by step to extend its horizon in the past. Boys of 12 and 13 at this school, as elsewhere, were found without the least knowledge of the order of events, though not ignorant of the events themselves, and in other respects tolerably well informed and intelligent. Probably six or eight leading facts, with their dates, between the present time and the birth of our Saviour, and as many from that epoch to the creation, written with wide intervals and placed conspicuously before the class at each historical lesson, would suffice as a frame-work within which all the more important persons and events subsequently read of might be noted down, with a better chance of being remembered connectedly, and therefore with more useful effect.\* The skill of the master of this school in conducting the details of instruction and the general acquirements and abilities which he is able to bring to bear on the important work of unfolding the faculties and regulating the moral character of those committed to his charge, will cause him to improve upon the results at present exhibited; but there can be but little

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\* Since this was written I perceive that a useful introduction to chronology has been published by the Rev. John Sinclair.

doubt of the correctness of the opinion to which his experience has led him, that in order to deal effectually with so large a body of children, carrying throughout the entire school that minute personal care and supervision necessary to reach every mind and act upon every disposition, more assistance is requisite than that which he has now at command

I regret to say, that of the remaining 32 boys' schools which I examined, I found all but a very few in various stages of mediocrity. For this many causes may be assigned. I cannot assert that in more than three or four instances it appeared to arise either from the neglect or the complete incapacity of the master. I am happy to bear my testimony generally to the earnest sense of responsibility under which by far the greater number of the respectable body of masters seemed to feel themselves placed, in having undertaken to discharge the important duties confided to them. Their acquirements, as far as a limited opportunity of observation could enable me to judge, appeared to be, if not as great as could be wished, at least sufficient for what has been hitherto demanded of them, with, for the most part, the ability and the inclination to make further acquisitions, both as regards the subjects to be taught and the art of teaching. The deficiencies observable in their schools are traceable, to a great extent, to circumstances beyond their control. In all that depended upon their personal character and influence, I saw much that was satisfactory. The discipline was maintained without the least appearance of harshness. In those of their pupils, the comparatively few indeed, at each school, who had made progress sufficient to be able to read with intelligence, there seemed to be evidence that a desire of improvement had been awakened; and however low the standard of intellectual acquirement in the school generally, and in all the inferior divisions of it in particular, might often be, it is not to be overlooked that much valuable influence must naturally be exercised by masters of this kind on the class of children they have to deal with, towards the formation of habits of order and regularity, obedience, propriety of conduct and self-command, and the various other elements of useful and virtuous character.

In order that men fully possessed of the requisites for a duty so important may be induced to devote themselves to this sphere of employment, it is necessary that it should hold out to them a reasonable remuneration. For this they are at present obliged to look chiefly, in most cases exclusively, to the weekly payment of the children. They are, therefore, tempted to extend the numbers at the risk of the efficiency of the school. In many more than half of the schools in question, the numbers which the master undertakes to teach are out of all proportion to his power of teaching them well. He is also



under the further temptation of bestowing an undue quantity of time and attention upon his best and cleverest pupils, to serve as examples of what he is able to effect, and in these he takes a very natural pride. The rest, the comparatively dull, those suffering from frequent change of schools, from domestic neglect or indifference, those whose opening faculties cannot receive all the aid, or their dispositions all the useful regulation that might be hoped for from parental care, were found generally to be in a state of great backwardness in proportion to their age, and also often in proportion to the time they had been at individual schools. Many instances came under my notice, of boys from 9 to 11 years old, who were said to have attended particular schools with tolerable regularity, who were unable to read with correctness or apparent intelligence, or, though showing no signs of general incapacity, at all able to give an accurate account of what they had read, or had been taught, or rather told. They were at those ages strong enough very soon to leave school altogether, and therefore not likely, even if they arrived at the upper division at all, to remain there a sufficient time to profit much by the more continuous and ample share of the master's attention which they would then receive. That they had been so long in making their way to that point, must, with every fair allowance for other causes, be attributed in a great degree to the small quantity of the master's special attention and instruction in which they participate while they continue in the lower divisions of these schools. Children in this condition are not as far advanced at the age of 10 and 11, as under proper care they would be at 8 or 9. For the time thus unduly occupied in getting through the merest rudiments, the parent is taxed to the amount of the school fees, and the child suffers by being launched into the employments of life with less preparation than it ought to have received, considering the period of its attendance at school.

The imperfect assistance which the masters receive from their class of monitors is among their most prominent difficulties, and was, as has been before stated, almost universally referred to as one of the chief causes of the slow progress and of the deficiencies exhibited in the lower parts of their school. I cannot say that I observed among the monitors in general more than a very slender capacity to maintain authority and attention while teaching, and still less to give anything of an intellectual character to the work they were intrusted with. For this they were in most cases too young, or, with but few exceptions, too little instructed. Exertions are made to bring forward a succession, by giving extra lessons to them out of school hours, but the common statement of the masters was, that they were no sooner becoming useful than they were found to leave the school for some employment.

The fluctuations constantly taking place among the children attending these schools were complained of as adding to the difficulties and obstructions which the masters have to encounter, by interfering with regularity of classification and progress. Some allowance may perhaps be reasonably made on behalf of the divided attention which this may occasion, and the constant necessity of recurring to the most elementary points. The fluctuations are undoubtedly in many cases very great, and of this the following instance may be taken as an average example. In a well-supported school, the average attendance at which was 160, there passed through it in the course of last year 192:—

Of these 83 stayed less than 1 month.			
18	„	„	2 months.
10	„	„	3 „
1	„	„	4 „
10	„	„	5 „
5	„	„	6 „
6	„	„	7 „
6	„	„	8 „
5	„	„	9 „
2	„	„	10 „
10	„	„	12 „
7	„	„	12 „
29 one year and upwards.			

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192

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In this case it appears that two-thirds remained at the school less than six months.

Of 17 schools, in which the point could be accurately ascertained from their registers,

In 7 the total number had changed once in about 1 year.

3	„	„	„	10 months.
1	„	„	„	9 „
1	„	„	„	8 „
2	„	„	„	6 „
2	„	„	„	4 „
1	„	„	„	3 „
<hr/>				
17				

A large portion of these fluctuations arises from the frequent change of residence of the parents; I found it amount in several cases to 20 and 25 per cent.

Often also while a child is considered to belong to a school, its attendance is far from being continuous; it is frequently

interrupted for one or more days together, as there may be a casual demand by its parents for its services, often from a less reasonable cause.

By these interruptions much ground is lost, and they very often have almost to begin again. Such circumstances must be taken into consideration in any estimate of the general proficiency of these schools. I believe they will usually be found to be less in operation in proportion to the merit of the school, and the confidence it is able to inspire. The experience of the Abbey-street School seems to lead to this conclusion, the fluctuations having diminished greatly in its second year, when the nature of the instruction given there had become better known.

In its first year, of 532 boys who passed through it, only 51 remained six months and upwards; while in its second, 363 boys left it during the year, of whom 182, or one-half, remained upwards of six months.

The depressing effect of want of proper light and ventilation, both upon masters and children, must be sensibly felt in at least 17 out of the 35 boys' schools now under consideration; nine of these are under chapels, consequently below the level of the street, the only access to them being by means of the steps leading into a narrow area at the basement. In two of these localities the circulation of air and the access of light had been improved by the removal of a few boards of the floor of the chapel above.

It could not be expected that there could be much choice of situation in the central districts of the metropolis for buildings designed for the education of the humbler classes; consequently, with few exceptions, they are without any adjoining space capable of being used for the purposes of the recreation or assembling of the children out of school hours. Three only possess proper play-grounds, and those are attached to schools situated near the circumference of this wide circle. The general want of this valuable accessory is much felt by the masters.\*

In about two-thirds of these schools, books were used conveying general information. In 12 of them they were exclusively the publications of the British and Foreign Society. In three more, these were united with the books of the Irish Commissioners. In eight, the latter had been introduced, either alone or with those of the Edinburgh Sessional School, of Chambers and others. But though in use, I seldom found that they had been provided in sufficient number to supply the wants of the entire school. The maps also were in most cases

\* I have met with an instance in which a school-building had a flat roof given it, to serve the purpose of a play-ground. The roof was covered with asphalt. A high railing ran round, to which creeping shrubs were trained, growing in wooden boxes, in which were also various flowers.

too small for general utility. I did not observe that additions of any value had been made to the ordinary apparatus except in six schools. The best of these consisted of geometrical and mechanical models, boxes of objects to illustrate lessons, and terrestrial globes. The possession however of books and other facilities was in very many cases far from implying a skilful mode of using them, the errors under which head will be adverted to more particularly in a following page.

It does not admit of question that frequent and regular visits to a school by some of its promoters are among the most important means of maintaining its efficiency. To the parents it is a guarantee that the interests of their children are not neglected, and it tends to give support to the authority of the master. Superintendence of this kind is rather the exception than the rule, as regards these schools; but where I found it to exist it was in every case apparent in the spirit, zeal, and diligence with which the management was conducted, and the more intimate and useful relations that seemed to have been established between the school and the humbler classes of residents in the neighbourhood. And considering the avocations of trade and commerce which occupy by far the greater number of persons supporting these schools, the systematic devotion of time and attention to their welfare cannot be passed by, wherever it is found, without due acknowledgment of its value. Perhaps by causing registers of progress to be more generally and accurately kept, their superintendence would often be more effectual. By an exact entry of the day on which each child was placed in its class, or commenced any subject of instruction, and the date of its removal to a higher, the relative progress is seen at a glance, the work of occasional examination facilitated, any instances of neglect readily discovered, and when the register is placed where it can be easily referred to, a stimulus is given to all. When brought to the notice of the parents, it gives them the means of perceiving clearly the effect upon their children of irregularity of attendance or other causes that may have delayed their progress. I add an example of what is intended, from the form now in use in the junior school, Greenwich Hospital.



1941.

## SECOND DIVISION OF ARITHMETIC.

Register No.	Number.	Name.	Reduction.		Compound.			Questions for Exercise.		No. to 3d Division.
			Money	Weights and Measures	Addition	Multiplication.	Subtraction.	Preceding Rules.	Bills of Parcels.	
508	1	William Joyner . .	$\frac{9}{4}$	$\frac{19}{17}$	$\frac{10}{22}$	$\frac{11}{2}$	—			
654	2	Thos. Jones . .	$\frac{11}{11}$	$\frac{2}{23}$	$\frac{9}{2}$	$\frac{2}{2}$	$\frac{2}{23}$	$\frac{10}{8}$	$\frac{10}{22}$	1
210	3	William Johnston .	$\frac{8}{26}$	$\frac{2}{11}$	$\frac{9}{11}$	$\frac{9}{23}$	—			
614	4	Michael Armstrong .	$\frac{8}{3}$	$\frac{11}{11}$	$\frac{2}{23}$	$\frac{10}{4}$	—			
	5									
	6									
	7									
	8									
	9									

1841.

## THIRD DIVISION OF ARITHMETIC.

Re gister No.	Num ber.	Names.	Proportions.			Fra ctions				Decimal Fractions.					Practice.			Imports and Exports.	Tare and Tret.	Rates per Cent.	Interest	Annuities.	Rebate or Discount.
			Direct.	Inverse.	Compound.	Reduction.	+	=	×	÷	Rule of Three.	Reduct on.	+	×	÷	Rule of Three.	1st Part.						
654	1	Thomas Jones . .	$\frac{1}{1}$	$\frac{1}{1}$	$\frac{5}{12}$	$\frac{12}{17}$	$\frac{17}{32}$	—															
917	2	John Hughes . .	$\frac{1}{1}$	$\frac{6}{12}$	—																		
1,014	3	Peter Robertson . .	$\frac{12}{1}$	—																			
1,021	4	John Reynoldson . .	$\frac{12}{23}$	—																			

In the First Division a line is drawn across the names of William Joyner and Thomas Jones, to show that they are removed into Second Division, and in the Second Division a line is drawn across the name of Thomas Jones, and the name entered in Third Division; and in a similar manner removals are made from one Division to another, the date being expressed fractionally the month above the line and the day below. Each List should contain 60 names, and should be placed in a frame similar to those in the Greenwich Hospital Schools. Each boy in a school should know his own number on the List, and a fourth List, similar in plan, should be used to mark the progress in the higher branches. When a boy leaves the school, a line thus ( ) may be drawn opposite the name to show he had left. The Arithmetic Lists are sold in the Depository of the Kildare Place Society, Dublin, at 3d. each.

(Signed) THOS. F. IRVING.

If the defects apparent in these several schools may be attributed in part to causes beyond the master's influence, it cannot be denied that they have their source also, in many cases, in the imperfect preparation of the masters for the difficult task of teaching. Whatever may be the merits of a routine or a system, of any aids, literary or mechanical, which use has rendered familiar, it is plain that they do not supersede the necessity of a constant exercise of sound judgment and reflection in directing their application. When they are considered not as hints for general guidance, but as rules to be servilely followed, their spirit disappears, and they become stumbling-blocks and obstructions. The manifest absence, in many instances, of any clear view of the reasons for, and the object of, particular arrangements and methods, and the frequent misuse of their common instruments of instruction, the lesson-boards, books, &c., made it clear that many considerations which should be constantly before the minds of teachers were often wanting; to be acquired only by a wider range of study, and by a larger acquaintance with the principles on which the right development of the faculties and the proper disciplining of the affections and dispositions of childhood depend, than they have yet, except in a few cases, thought it necessary to bring to the work. The idea of a properly-trained master must include more than the habitual use of particular methods. He must be expected to possess a full command over the subject-matter of his instruction, and a greater amount of knowledge than he may be generally called upon to use; and he will avail himself of these stores most successfully, when, to a familiarity with the best methods, and to the more common qualifications for his duties, he has added some study of the general principles applicable to all teaching, and which will be found to assist him in the practice of the by no means easy art which he professes.\*

As regards their progress, the children of these schools may be classed in two divisions, which may be designated as upper and lower. The upper receives the greater share of the personal instruction of the master, the lower being chiefly intrusted to the monitors. The lower consists in general of about two-thirds of the whole, and comprises all ages, from

\* The more general acquaintance here adverted to must, as has been long since pointed out, be based on "an acquaintance with the general principles of our nature, and of the laws which regulate their operation."—Dugald Stewart. An intelligent school-master would derive benefit from a perusal of much that is contained in the small volume, by Dr. Abercrombie, on the Intellectual Powers, and in Combe's *Physiology of Health and Education*. Also, in addition to the manuals and other works more commonly possessed by masters desirous of an enlarged acquaintance with their duties, Dr. Bibel's *Life of Pestalozzi*, and a small publication, entitled, "What De Fellenbergh has done for Education," would be usefully referred to; also, "Letters on the Institutes of De Fellenbergh, by a Parent." Longman & Co.



four to five to about ten<sup>2</sup> and eleven; these are taught to spell and read, to write and cipher. The rows of unconnected words upon the spelling-boards are supposed to be explained and illustrated by the monitors, aided sometimes by a list of analogous and explanatory sentences, printed, or written out by the master. It did not seem that a process, naturally irksome to a child's mind, was much facilitated by this method. Many of the words were quite alien to the experience of children, and their attention seemed very soon fatigued by being called rapidly from one subject to another, without time to rest upon or follow out any idea suggested to them. Some very good-natured attempts to make spelling pleasant, by means of chanting, seemed to lead more directly to rote-like repetitions. The reading in the lower divisions consists generally of Scripture extracts, placed before the children, not with reference to any connected train of historical instruction, but according to the number of syllables composing the words of the sentence. I observed among them several instances of figurative language, together with words and forms of expression very difficult for a child to follow. I very rarely found that the monitors, when appealed to, could explain even the simpler expressions. The very slight degree of comprehension of meaning usually exhibited in these lower divisions, even by children who could pronounce the words fluently, seemed to indicate a habit of mere mechanical reading, without effort to associate the sense. When the early lessons are thus hopelessly difficult, when they are selected solely from Scripture subjects, and given in a manner little adapted to the tender capacity of childhood, ministering little to its curiosity, and having little reference to the opening world around it, the process must necessarily be repugnant, as conveying fragmentary ideas, or none at all, and the progress slow in proportion. In the course of teaching, the master proceeds alternately to each small section under its monitor, to examine, direct, and explain, but seldom for more than 10 minutes at a time, twice a-day. It may be expected that not much can be conveyed in that short space, and that the impression, whatever it is, will be fugitive.

In the lower sections of many of them the children are so young that they are fit only for the infant-system teaching; this had been partially introduced into a few, and with it consequently something of the collective method. In the rest, the only instruction addressed to the lower divisions, collectively, is given to them in common, and at the same time with the upper, and consists chiefly in the reading of portions of the Scripture by the master, daily, on the assembling of the school, with, occasionally, subsequent questioning and explanation: this and reading from the lesson-boards and in the Bible in

classes are the usual modes of imparting Scriptural information. In all these schools I observed so many children in the lower divisions, apparently of an age soon to be taken away altogether, that my attention was much directed to them, with a view to ascertain especially what their acquaintance was with the elementary truths of Scripture, the subject which was in many instances the only one on which it was professed that they were instructed at all, with the exception of writing and ciphering. I found it in almost every case extremely deficient, and I cannot add that the deficiency was always confined to the lower divisions. Often where it was shown to exist, irregularity of attendance may be accepted as the mode of accounting for it; but in numerous instances children were found of 10, 11, and 12 years of age and upwards, who had been from two to six years under instruction in day and Sunday-schools, yet whose ignorance was great and lamentable on this the most prominent, often the only, subject to which their minds are directed. I found the deficiency most marked in the largest schools, where monitors alone assisted the master; and among these larger schools as compared with each other, there was a difference observable in the upper divisions, in their progress and intelligence, but scarcely any in the lower. This must be attributable in a great degree to their not being sufficiently acquainted with the language in which they are addressed, or which they are in the habit of reading. To the children of other ranks in life, the spoken language, with which they are familiar from infancy, leads them more readily towards an acquaintance with the written; but to the children of the humbler classes, the written language presents itself at first almost in the guise of an unknown tongue. In teaching children of these classes it is not sufficient that explanations of individual words in a sentence be given, it must often be necessary to alter the construction, to reduce figurative to literal expressions, and to present the idea in a simple form, before it can be recognized when again represented in the language of the book. The power and the patience to do this can hardly be expected from young monitors of 10 and 12 years of age, teaching young children of 8 and 11, and it would appear that their masters too often take for granted that words read to or repeated by the children convey a true and clear impression to their minds.

The state of ignorance in which I found so many children of the above named ages (between 9 and 12) in the lower divisions of these schools, though they had attended for some years both day and Sunday-schools, proves that they can have received very little instruction at home, and that their parents omit to ascertain the result of any that they may seek for elsewhere. It was stated by many of the masters that the chief

anxiety expressed by most of the parents was that their children should be taught to read, write, and cipher, and that as expeditiously as possible; the power of understanding what they read is either supposed to be included or presumed to follow. This manifestly falls short of what is intended by those who are disposed to assist in supporting schools of moderate payments for the benefit of the lower orders. Some religious impressions, some notions of moral duty and responsibility, some valuable lessons of orderly habits and due submission to authority can scarcely fail to be received from the teaching, example and influence of their master, even in the short time that the majority of the children are in the way of profiting by it; but there can be little security for the duration of any such effects, unless sound and certain impressions have been made upon the understanding, through a reasonable and appropriate knowledge of language; and where this has not been effected, their minds must in most cases receive their first development after they have passed beyond the sphere of these influences, and are left to take their own course. In addition to the imperfect manner in which the staple of their instruction, the elementary truths of the Bible, had been fixed in their memories, the absence of all acquaintance with the commoner points of knowledge suitable to their years was very marked; the little that appeared to be known on these subjects was confined chiefly to those comparatively few monitors who had been some time with the master. Having the benefit of the larger portion of his attention during the school hours, and also an extra hour devoted to them daily, their faculties are unfolded (though seldom, as far as I observed, to the extent proportionate to their age, and the length of time they had been under instruction in various schools), they begin to read with expression and intelligence, and to acquire a taste for further progress. This is judiciously encouraged by the establishment of school libraries, which I found, in 18 out of 35 schools, supported frequently by a small weekly subscription of the monitors themselves. I cannot, however, say that the average acquirement which I had opportunities of witnessing was otherwise than very slight and superficial. Some little was usually known of grammar; very little of etymology; of geography, seldom more than the great outlines, and very rarely anything of the various nations of the earth, and their physical and social condition. A sense of self-interest seemed to dispose them to attend willingly to arithmetic. Occasionally some little insight was given into general history, and also into the simple rudiments of natural history and natural philosophy, but in a manner very fragmentary and insufficient. Drawing was cultivated to a slight extent in 12 of these schools; not, however, on the principle of copying from the real object, or

by any method well adapted to the purposes of the mechanic. In 12 also, vocal music was taught by note, in the rest by ear, always with a pleasing result. To many of the masters, the attempt to teach some of the subjects above enumerated seemed somewhat new. Many, following literally the elementary book which was their guide, embarrassed the memory of their pupils with details pre-supposing more acquaintance with the subject than had been imparted. By others, no one subject was pursued with sufficient method and fulness to lay any sound foundation for after acquirement.

It is now necessary to exhibit some details relating to particular cases. I enter upon this part of the subject with reluctance, and with an acknowledgment of the possibility of my having been led to form an estimate inclining too much to the disadvantageous side. I am aware that in many instances the circumstance of a real investigation into the modes of teaching, and the results attained, may, from its novelty alone, have created an anxiety that would tend to deprive the favourable features, whatever they were, of their due prominence. I did not omit to keep in view this possible source of erroneous judgment, and endeavoured, as far as circumstances permitted, to obviate its cause. I in general requested the master or some member of the school committee acquainted with the state of acquirements in the school, to show me, by the questions he proposed to each class, what he considered the extent of their respective progress. When this was done by the master readily and freely, and by the monitors in their accustomed manner, it betokened a proper confidence in their possession of the knowledge they were employed in imparting to others; it also better enabled me to form some opinion of the general mode of conducting the instruction of the school. Without an opportunity of observing this point, a visit of inspection is manifestly incomplete. Its object is to see what are the ordinary means employed, quite as much as to note the results that may chance to be exhibited at the time. The latter may be affected at the moment by accidental circumstances; the former is the permanently acting cause either of success or of inefficiency, and it is therefore of importance that it should be brought under review. When the usual mode of teaching was exhibited with effort, and apparent reluctance, the real defects generally were, or seemed to be, greatest. Having observed the methods pursued, and after, in most cases, noticing the kind of questions proposed by the master or monitor to the classes, I carried them further, if necessary, and endeavoured to ascertain whether the answers given were accompanied by the understanding, or were mere repetitions by rote. Also, in proceeding to detail particular instances, I feel it incumbent upon me to add, that I do not overlook the danger that there

may be of conveying, under them, impressions that may be too general in their character. I have, however, endeavoured to select such only as I deemed more or less representatives of a class; \* and I do not see that I can fully discharge the duty I have undertaken, unless, in addition to the more general statements and conclusions above given, I proceed to represent to their Lordships some of the plain facts on which those conclusions are founded, and which, perhaps, alone can lead to a correct estimate of the various phases under which the attempts now making on behalf of the elementary instruction of the labouring classes present themselves in these schools.

*Notes on Schools visited.*

No. 2.†—In this school there had been five masters in three years; the present master had been there three months. It was stated that previous ones had left it “for better speculations, having hoped to make a better thing of this than they found they were able to do.” The master found the school “in great disorder;” had not yet “brought it into discipline;” neither the monitors nor himself able to maintain the requisite order and quiet. Of 150 (the average attendance), 130 were left to the monitors; with the exception of the Scriptural lessons in the morning, 120 read only from the easier lesson-boards; the remaining 30 very backward. Six could answer some simple Scriptural questions pretty fairly, the rest not at all: some of these (from one to two years at the school) read without the least reference to the sense; no knowledge of geography or grammar, very little of arithmetic; writing bad. Monitors (average age 13) were desired to question their classes on what they are reading; put questions on some of the words of the sentence (not always accurately read), and were answered in the remainder, the question and the answer being apparently equally unintelligible to both parties. The present master and the school committee are very anxious to improve this school, the deficiencies of which are manifest.

No. 3.—In eight years this school has had five masters. The average attendance is 210; there were present 180: of these, 140 were reading from lesson-boards only, and were instructed chiefly by monitors. The 30 or 40 boys of the highest class were employed in this capacity, the average age of the

\* Two or three special cases will be easily recognized.

† The list given in the Appendix contains the names and situation of each school here designated by a number, with the addresses of some of the members of the school committee of each, for their information, and for that of their Lordships, the Committee of Council.

[I have cancelled my remarks on School No. 1, the committee of that school having recently communicated to me the fact of their previous master having, just prior to my visit, “taken away nearly every boy of any proficiency to a new school.” Some inaccuracies of printing in the folio Edition of this Report, printed by order of the House of Commons, 28 April 1843, had also escaped notice regarding that school.]

12 oldest being nine years: they had been at the school on an average about one year each. In teaching their classes spelling, they were furnished with manuscript explanations by the master; but these were very imperfectly used, the "meaning" being in general repeated by rote, and conveying no real idea. Some of the monitors were asked to illustrate the meanings given by familiar objects round them, but could not. *Ex. gr.*: "Evident," meaning written, "that you can see;" "tell me something that is evident;" no answer. "Show me something that is evident;" no answer. Tried with other simple words, the manuscript meanings of which they held in their hands, but with the like result. The majority of these monitors had a very indifferent knowledge of language, and therefore a very imperfect recollection of what they had been reading in the book. The six first boys could read decently, and could explain the words they met with and express their thoughts; they had also some acquaintance with scriptural and English history, and with geography. A few of the elder ones could draw. The general progress in arithmetic was slight.

No. 4.—This school, built by aid from the public grant, and conveniently situated for the population of Bethnal-green and Spitalfields, was opened in April. When I visited it in September, the attendance was steadily increasing, but the fluctuations were very great, the entire number having been changed rather more than once since its commencement. The master stated that the continued influx of new scholars, in a state of complete ignorance, and totally unaccustomed to restraint of any kind, had made it difficult to teach them anything: his chief attention was engaged in reducing them to something like discipline. When they first come, they have no notions of order or propriety of behaviour, or obedience. They are also savage and violent to each other: a member of the committee observed, that it was the first time he had been there without seeing violent attacks in the school by boys on each other; the novelty of the presence of strangers operated perhaps as a restraint. It required time for the mild yet firm treatment of the master to influence them. As soon as they began to feel that their relation with him was not one of war; that their violence towards each other was not repressed by personal violence inflicted on themselves, according to their expectations and to their experience elsewhere; when they began to have an idea of duties, and the reasons for them, to which they were before strangers, and found that their master had no object but to do them good, they seemed to yield gradually to, and to second, the efforts for their improvement. A few of those who had remained longest were examined, and it appeared that they had retained pretty well the little they

had yet learned. Two of the most advanced were 14 years old and upwards, one was 13, and three between 11 and 12; others acting as monitors were about 10. Three already went to work occasionally—all would go soon. None of them could read correctly; and the sum of what had been fixed in their memories, so as to produce any clear ideas, consisted of very little more than the contents of the few first chapters of St. Matthew. The same few individuals, to whose personal and pecuniary exertions this school-house owes its existence, have also been enabled to open hired rooms in three other localities. The amount of instruction offered in these small schools is moderate, but such nevertheless as, together with the influence exercised by respectable teachers, could not fail to be of value. None of them were full: the required payment of 2*d.* per week probably excludes many in a neighbourhood where employment is so precarious. This, and not seldom also the neglect of parents, may be the cause that many children may be seen in the narrow, undrained, and noisome streets of this district, growing up in idleness and ignorance, in preparation only, after the lapse of a few years, to swell the lists of the improvident, the criminal, and the destitute.

A special report on the expenditure incurred at this school, and on an application for further aid, is forwarded herewith.

No. 5.—Present, 135. All but 10 exercised in spelling words of two syllables only. Many who had been at the school two and three years, and were between 11 and 12 years old, unable to give meanings of simple words, as “venom,” “acid:” monitors unable to explain them. Twenty read and wrote decently; had some little acquaintance with the Scriptures, and knew the first rules of arithmetic; little more was attempted. Some older monitors had lately left the school. The master’s attention was given chiefly to the twenty or thirty most advanced boys. According to the representation of the member of the committee, who had given his personal attention to the school for twenty-five years, no instance had come within his knowledge of a boy who had been brought up there turning out ill. Whatever may have been the influences of a higher kind, proceeding from the advice and example of the master, and from the long continued care and superintendence of one or two members of the committee, the common work of teaching was at a low ebb at the period of my visit.

I have stated in a special report the circumstances relating to the school building, in reference to an application for aid from the public grant.

No. 6.—Present, 110. The whole school changed about once in five months; held in a room under the chapel, very ill ventilated; children chiefly from four to eight years old; no

books used, lesson-boards only. Among the words read by the most advanced, were, "firm," "firmament," "solid," "liquid," "wool," "cotton," "transparent," "county." They could not show that any idea was conveyed to their minds by these words. They seemed to have some notion of the elementary principles of Christian belief, and displayed a confidence in, and a regard for, their master. But little was professed to be taught beyond the elements of reading, writing, and the first rules of arithmetic.

No. 7.—Present, 195. Very little intellectual progress was discoverable in any of those except the forty-first. Boys of nine and eleven, in the lower classes, were merely mastering the mechanical difficulties of reading; neither they nor the monitors teaching them seemed to have any pretensions to understand the words they were spelling. As the whole numbers change once in about seven months, many must leave the school in a very low state of intelligence. Of the forty monitors, many read and wrote well, were advanced in ciphering, and had some skill in mental arithmetic. They were from eleven to fourteen years of age, and had been from three to five years at the school. Their Scriptural and general knowledge was slight, and the latter inaccurate. They could repeat some of the leading facts of the history of England. In geography, even in that of this country, they were deficient, and had learnt very little of grammar. A few were able to draw very fairly, and singing had been cultivated with some care. The zeal of the master, and the active superintendence of members of the committee, had apparently infused into the elder boys a desire of improvement. The school library, consisting of 70 volumes, was much in request; but the large numbers frequenting the school, and the imperfect aid to be derived from the majority of the young monitors, had occasioned the real progress to be confined within narrow limits. The ventilation was very imperfect.

No. 9.—School held under a chapel; but the removal of a few boards above admits light and secures free ventilation. There were present 234 boys. Of these 180 were found to have been, with few exceptions, under six months at the school; their ages from six to nine. All these were learning reading, writing, and the first rules of arithmetic. The master does not profess that more than mere mechanical reading is taught by the monitors, whose average age is under 11. Among the 180 were a few who had been at the school a year and upwards; their progress was very slightly above the rest. Their acquaintance with words and common subjects, or with the facts of Scripture, very slight. The master stated that he endeavoured to remedy the want of proper assistants by giving



occasionally simultaneous lessons to the younger classes. His attention, however, was chiefly directed to the 40 or 60 most advanced boys. These read with proper tone and emphasis, had some little acquaintance with geography and grammar, and English history, and were making progress in arithmetic. A few were able to draw simple subjects. He endeavoured also to teach the elements of some of the branches of natural philosophy and natural history; short definitions were read and repeated, but the language was so technical and so little accompanied with proper explanations, that very few, on being questioned, could either repeat accurately alone what they had first pronounced together, or show that they had the slightest comprehension of the meaning of what they were repeating to the monitors. When the master proceeded himself to deal with those and the other subjects of his instruction, his manner was explanatory, and such as would secure attention; but the want of a proper division of his time among the upper and lower portions of the school, and better methods, both of teaching and arrangement, seemed to cause much misapplication both of zeal and labour.

No. 10.—Present, 220. Of these 180 were of an age for infant-school teaching. A gallery had been erected, and was used for that purpose with the younger children, as often as the various demands on the master's attention in so large a school would permit. A modification of the phonic method of teaching to read was also in use, and had been observed to shorten the process of learning. The master stated that the attention of the younger children was more readily kept up by the mode of eliciting or giving the sense of the word or simple combination of words pronounced, before the printed signs were sought for and arranged, and also by the act of putting together the symbols representing the sound. He was in the habit of taking his monitors once in three months to see the methods practised in improved schools, and had perceived that he had increased his power of teaching with effect, even by the imperfect use of those he had adopted. The total numbers of the school had changed once in every five months since its commencement in February 1840. The ages of the monitors did not average above 10½. They taught with some spirit, and made their classes repeat the explanations of words written out for them by the master. The words to be explained were of three, four, and five syllables, ranged in alphabetical order; some of them, an incongruous series of names of places and of men and women, of different countries, and different parts of the world; some scriptural, others not, brought together according to the accident of their initial letters. These names the classes were spelling while the monitor read from the manuscript the account given of each

place or historical character. The description was too brief to be of much use, even if it could be remembered. It is difficult to conceive an employment of time less calculated to convey clear ideas, or to extend to any good purpose the limited boundary of a child's knowledge. The monitors could read well, write very fairly, and knew a little of geography, grammar, and etymology, map drawing, the outlines of astronomy, and the commoner objects used in arts and manufactures. They had made slight progress in arithmetic, and had an indifferent acquaintance with Scripture. They were the children chiefly of small tradesmen and skilled artisans, a class therefore more readily made useful as monitors, as their minds are earlier opened by the intelligence of their parents, and disposed to better habits by domestic example.

No. 14.—Present, 85. In the lower division, and unable to read words of two or three syllables on lesson-boards, 60; of these, six only were said by the master to have been at the school one year and upwards. These six were from nine to ten years old; read small words with difficulty; knew scarcely any fact of Scripture either of the Old or New Testament; could not give the meaning of common words on the spelling-boards; monitors appealed to, to explain, but unable. The 25 in the upper division very slightly advanced beyond the lower; 15 of these acted as monitors, of whom eight had been a year and upwards at the school, but at other schools before; could read and write decently, and had been practised a little in mental arithmetic, but showed very little understanding of the words they read. Two only could answer simple questions on what they had read in the Bible. Age from 12 to 13.

No. 15.—Present, 124. Those of the lower division were learning letters and small words; all but 15 were of an age for an infant school. These 15 were from seven to ten years old, and had been either at this school or at others for periods varying from one year to three. At my request, the master, and also a member of the school committee present, endeavoured to extract from them some mark of intelligence; found them to be in a state of most complete and deplorable ignorance. The words which they could read appeared to convey no other idea whatever to their minds. Nine, between nine and ten years old, unable to give a single answer to simple questions relating to our Saviour; knew nothing about the Commandments, and could not repeat any one of them. Six, who were asked, could not say the Lord's Prayer. Of the 44 in the upper division, who had overcome to a certain extent the elementary difficulties of reading, 24 (from 7½ to 10) were reading extracts from Scripture; examined by the master in

what they had heard read from Scripture a few days before; then in the lesson they had just read, the History of Joseph; no impression seemed to have been left on their minds; could give no account of either, except by repeating the words "Jacob," "Joseph." Questioned on a few of the words of the lesson; no answer. Monitor requested to explain to them, equally unable. The remaining 20 a little more advanced; could read decently; had begun a little geography and grammar, but knowledge of language still very slight. The master stated that he confined his attention chiefly to "teaching to read in the literal sense, without much reference to explanation."\*

No. 18.—Established in 1834; under present master ten months; average attendance, 220. I was glad to avail myself of the zealous and intelligent co-operation of the master and the school committee to connect the result of the examinations of individual children with a full account of their age, and the opportunities of instruction they had possessed, either at this or other day-schools, and at Sunday-schools. The deficiency in positive acquirements, and the very imperfect development of the intelligence of the children in all but the highest class, was not less marked than I have had occasion to observe elsewhere. Of 29 monitors, of an average age of 11 years, 22 had belonged to the school for the unusually long period of from two to six years. They were also in the habit of attending Sunday-schools, six those of the Church, 23 those of dissent. Their knowledge of Scripture was respectable; their acquaintance with language and the elements of common subjects indifferent, but very far beyond that of those in whose instruction they took a part. I was furnished with the names and ages of the 80 boys in the classes next below the monitors, together with the length of time that they had attended at this, and, as nearly as could be ascertained, at any other day-school and Sunday-school. Of these 80, 27 either were too young, or had

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\* In a very poor neighbourhood, in one of the central districts of London, where the schools aided by local contributions were neither numerous nor, as far as I had an opportunity of ascertaining, very efficient, I had an opportunity of seeing the interior of one of the few remaining schools on the old plan. Upwards of 100 boys and girls were crowded into two small low rooms, and were seated on low forms, conning over tattered spelling-books. The fumes of the pipe which the master was smoking did not prevent the effects of the vitiated state of the air being very sensible. In one hand the master held a sheet of the "Weekly Dispatch," in the other a long cane, which enabled him to reach a distant idler. He said he taught the alphabet, spelling, reading, writing, and arithmetic. The ages of the children were chiefly between eight and ten. "He never troubled himself about the younger ones, but gave a farthing or a halfpenny a week to a boy or two to learn them." "Do they all pay?" "Oh, yes; I gets no money if I gets no children." One of the elder boys was reading the "Dispatch." The master observed, "He has finished his lesson, and is now reading that for his amusement." The payments were 2*d.* a-week for teaching the alphabet, 3*d.* for spelling and reading, 4*d.* if writing was added, and 6*d.* arithmetic. The children were neatly dressed, and seemed to belong to a class, on the average, above that which supplies the schools that were aided by local contributions.

been too short a time under instruction to require much notice. The following is the result of the examination of the remainder. The questions arose for the most part out of the portion of Scripture they were actually reading, or had recently read, and were generally addressed to them in the first instance by the master, in many cases by one or other of the members of the school committee who accompanied me, in the rest by myself.

Name.	Age.	Length of Time at this School.	Length of Time at any other Day-School.	Length of Time at Sunday-School.	Answers to Questions on what they were Reading.
Folley .	10	4 years .	3 months	5 years .	"Who was Jesus Christ the son of?"—"Son of David." After explanation, he was asked, "Who, then, was David?"—"Son of Jesus." After further explanation, "Who was the second king of Israel?"—"Hosannah." He had been reading in the Book of Daniel. "Who was Daniel?"—"A disciple."
Mellows .	10	1½ year .	. .	. .	"Where did the Children of Israel live?"—"Israel." After other questions, which were not answered, "Where was Christ crucified?"—"England."
Fox . .	10	2 years .	2 months	. . .	Asked the meaning of words they were reading : "Foul?"—Answer, "Skin." "Fulfilled?"—"Prophesied." "Strawed," "straightway," "covered," "overthrew?" —No answer.
Williams	11	1 year .	1½ year .	1 year . .	
Stephens.	11	3 months	2 years .	6 months	Reading 9th chap. of Mark, the account of the Transfiguration.
Ward .	11	1 week .	1 year .	1 year.	"Who was Moses?"—"Apostle of Christ." "Where was Moses born?"—"Israel."
Saunders	10	1 year .	. .	. .	"Who was Moses?"—"Son of Christ" "When did he live?"—"Six years ago." —"Forty years ago."
Griffin .	10	9 months	3 years .	3 years, D.	None of these, after reading the chapter, could say what they had been reading about. "Who was Peter?"—"An angel."
Ellis. .	9	2 months	1 year .	3 months, C	
Haken .	9	4 months	3 years .	3 years, C.	
Pitt . .	10	1½ month	1 year .	1 year, D.	

Name.	Age.	Length of Time at this School.	Length of Time at any other Day-School.	Length of Time at Sunday-School.	Answers to Questions on what they were Reading.
Davey .	11	4 years .	. .	2 years, D.	Could not read small words correctly. Mistakes made in reading "north," "native," "natives," "at," "still."
Stringer .	10	3 years .	1 month .	4 years, C.	Had been reading in St. Matthew. Asked by the master who Matthew was? No answer. Questioned then on the outlines of the Old Testament.—No answer. Asked questions on the following subjects:—"Where was Christ born?" "Where was he crucified?" "Where did Christ die?" "What do you remember about Peter?" "What are the names of some of the apostles?" "What is a disciple?"—No answers.
Webster .	11	4 years .	2 years .	5 years, D.	
Restall .	10	1 year .	1 year .	1 year, D.	
Guise .	10	4 years .	. .	6 months, D.	
Gilbert .	10	2 years .	1 year .	1 year, D.	
Martin .	9	4 years .	1 year .	6 years, D.	No answers to questions similar to the above.
Birge .	9	2½ years .	. .	1 week	Words mis-read: "Pearls," "lend," "lily," "raiment." "Who were the Gentiles?"—"People of God."
Baker .	9	2 years .	. .	2 years, D.	
Griffiths .	11	1 year .	3 months	2 years, D.	"Who was Herod?"—No answer.
Robson .	11	4 years .	. .	5 years, D.	Words mis-read: "Tear," "grow," "an," "with."
Hughes .	10½	1 month .	3 years .	1 year	No answers to same questions as above.
Meirs .	9	1 year .	4 years .	3 years	
Fenleb .	11	1 week .	2 years .	. .	"Who was Adam?"—"Son of Abraham." "Who was Jesus Christ?"—"The first man." Said "he had heard of Moses, but had forgotten what it was."

A few of the rest gave answers showing a degree of more intelligence, but others of similar age and opportunities in this and in the lowest division of the school betrayed the same absence of all memory of the facts which have formed the almost exclusive subject of their lessons, or of all power to express any ideas they may have received.

It will be observed, that in all these cases specified, the children are between nine and eleven years of age; that 19 out of the 26 had been at this school from one to four years; that the remaining seven had been at other schools from one to three years; and that 17 were still in the habit of attending the Sunday-schools of the Church, or of dissent, and had been

so for periods varying from one to six. They are not brought forward as by any means extreme cases, but as characteristic of the low condition of intelligence which I found to prevail with the great majority of children who had grown up to the age of 10 and 11 without being forward enough to be moved into the highest class in these schools. And when this is so, there is a great probability of their being sent into the world without much further acquirement, since they have then arrived at a period of age and strength at which they can aid in maintaining themselves by their own labour. The present master of the school had held his appointment only 10 months, and having upwards of 200 children to attend to without any assistance except from imperfectly instructed monitors, he had been able to make but little progress in remedying past defects. His acquirements and previous experience would enable him, with proper aid, to produce results more in correspondence with the wishes of the zealous and benevolent supporters of this institution.

No. 19.—The building in which this school is held is very old; the roof admits the rain in several places; the intervals between the tiles are so large and frequent that it is impossible to keep up a proper temperature in winter; and, in summer, the direct radiation makes the heat within oppressive. The situation is also in other respects very objectionable. The result of these and other causes is, that the numbers fluctuate from 100 to 180. The school is surrounded by a large and poor population, and has hitherto been very inadequately provided with books and apparatus. Nothing but lesson-boards were used until a month ago, when some Bibles were lent by the teachers of a Sunday-school.

The master stated, that he did all that the majority of parents required; he taught the children reading, writing, and a little arithmetic, "and it was difficult to do that, considering how irregularly they attended." The writing was very good; the reading purely mechanical. Neither in any except the few in the highest class, was any approach to a development of mind or memory perceptible. Those in the lower classes were too young to have made any progress. Of 56 in the next division, 17 were from 10 to 14 years old, and had been in this and other schools, irregularly, for various periods; they were all of an age and strength to be taken very soon from school. All had attended Sunday-schools; some were still in the habit of attending. Various easy questions were put to them by the master and also by myself; scarcely any answers were obtained; some said they had once learnt texts of Scripture, but could not now mention one. The meaning of words on their lesson-board was asked: "chasten," "to wax old," "guile," "corruption," "correct;" no answers. Others said

they had learnt collects and "their duty towards their neighbour;" could not repeat two lines together of either. One (age 14) said he had read some of the Bible written by Moses, but remembered nothing. Another (14) "had read the Bible and one book besides, but did not know its name. Another (13) "had read the Life of a French poet," but could not say who he was. The 60 in the upper division, including the monitors, could read decently, write well, and knew a little arithmetic. Also, by aid of books and manuscripts lent by the master, they had acquired, though in a very superficial manner, a little of geography and of the elements of some branches of natural history and natural philosophy. In teaching the junior classes, the monitors could do no more than was set down for them, and were unable to explain, for their own resources, some very simple words. Simultaneous lessons were given by the master, but not with sufficient frequency to be effectual. Vocal music was practised; also chalk drawing, though chiefly on the floor, for want of a properly prepared surface of blackened wall or board.

I enclose a special report, which I was directed by their Lordships to make, in reference to an application by the committee of this school for aid towards a new building.\*

\* In estimating the character of these schools, the disadvantage of the attendance being so often irregular and interrupted, must be kept prominently in view. Changes of residence and changes in the circumstances of the parents, in the large towns in particular, are among the causes of the frequent irregularity with which their children attend, and of their frequent changes of school. Hence the value of a certain general uniformity of system and of methods, could it be obtained in all the schools, for the children of the labouring community, free scope being left for deviations suitable to the exigencies of particular classes and localities. When compelled to leave one school, they would, if proceeding immediately to another, fall into the same relative place, and continue without interruption the portion of their course in which they were engaged.

A short certificate from the school they had left, drawn up from the progress-table above quoted, would be a guide to the master to whom they were transferred. Equally desirable would it be, that, subject to the same limitations as above, the courses also should be uniform in each, to be got through by regularity of attendance in three years; capable, however, of extension for those whose parents can appreciate the value of keeping their children longer under instruction. Such an entire course it would not be difficult to draw up, and the knowledge that a certain amount of information on well-defined and useful subjects would be obtained by their children at each successive step in the course, would in all probability induce a stronger inclination and effort, on the part of the parents, to give their children the benefit of the whole, instead of resting content with their gaining the little more than mere mechanical acquirements, to which, at present, they too generally limit their views.

A brief sketch of such a course may be the following:—

**First year:—**Reading, writing, and the elements of arithmetic, taught on the best methods.

Outlines of religious knowledge—the Creation and Fall, the Life of our Saviour.

Lessons on familiar objects of nature and art, calculated to awaken the intelligence and influence the formation of character.

**Second Year:—**Easy reading-books, filling up the outlines before given.

The early part of the History of the Old Testament, the Lives of the Apostles.

Outline of geography and grammar.—arithmetic.

Elements of vocal music and drawing.

[Third

No. 21. *New Pie-street, Westminster.*—This school for the destitute was opened in January 1840. It is designed for the children of persons inhabiting the most wretched parts of Westminster, many of whom are professionally beggars; others get their bread by selling various articles about the streets, and it may be stated that three-fourths of them are probably deeply engaged in crime.\* It was opened originally as a Sunday-school, but it was found "that the good effects of the Sunday's teaching were done away by the mischievous influence of domestic habits and example during the week; with a view to remedy this, a day-school was formed in addition to the Sunday-school. A few persons hired a stable, by way of experiment, for three months; this was rudely fitted up as a school-room, when, to their surprise no less than to their gratification, they had in a few weeks 120 children. For some time past there have been 170 in constant attendance, and at the present time the names of 200 and upwards are upon the books." The accommodation afforded in this building is of the humblest kind. The tiled roof remains without a ceiling; the floor is only partially boarded; no ventilation could carry off the exhalations inseparable from such a spot. Nevertheless it has satisfactorily served the purpose of the experiment that has been tried in it, and the attendance being steady and increasing; the influential persons who have interested themselves about the formation of this school, and contributed to its support, now contemplate an attempt to provide funds for proper building.

The appearance of the children sufficiently denoted the class to which they belonged. Many were without shoes or stockings; almost all were of English parents; some were so ill clad, that their naked skin appeared through many parts of their tattered clothing; all were equally dirty, the effect of extreme poverty or domestic depravity, and therefore its correction was very properly left to time. They were ranged on forms for want of desks, of which the confined space does not admit of a sufficient number. The master stated, that "by talking kindly to the new comers, they became after a little time willing to learn." Eighteen out of 70 boys present could read fairly; 30 could write a word on their slates; six wrote on

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Third Year :— More instructive reading-books.

The remaining portions of the Old Testament ;—the Story of the Apostles.

Further progress in arithmetic, geography, vocal music, drawing, elements of English history.

General knowledge, likely to be useful to them in their handicraft or trade.

To carry out a course of this kind carefully and effectually, the occasional superintendence of individuals acquainted with the principles of the most approved methods would be no less desirable than that the masters should be themselves intelligent and well trained.

\* Printed prospectus of the school.



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[Third

No. 21. *New Pie-street, Westminster.*—This school for the destitute was opened in January 1840. It is designed for the children of persons inhabiting the most wretched parts of Westminster, many of whom are professionally beggars; others get their bread by selling various articles about the streets, and it may be stated that three-fourths of them are probably deeply engaged in crime.\* It was opened originally as a Sunday-school, but it was found "that the good effects of the Sunday's teaching were done away by the mischievous influence of domestic habits and example during the week; with a view to remedy this, a day-school was formed in addition to the Sunday-school. A few persons hired a stable, by way of experiment, for three months; this was rudely fitted up as a school-room, when, to their surprise no less than to their gratification, they had in a few weeks 120 children. For some time past there have been 170 in constant attendance, and at the present time the names of 200 and upwards are upon the books." The accommodation afforded in this building is of the humblest kind. The tiled roof remains without a ceiling; the floor is only partially boarded; no ventilation could carry off the exhalations inseparable from such a spot. Nevertheless it has satisfactorily served the purpose of the experiment that has been tried in it, and the attendance being steady and increasing; the influential persons who have interested themselves about the formation of this school, and contributed to its support, now contemplate an attempt to provide funds for proper building.

The appearance of the children sufficiently denoted the class to which they belonged. Many were without shoes or stockings; almost all were of English parents; some were so ill clad, that their naked skin appeared through many parts of their tattered clothing; all were equally dirty, the effect of extreme poverty or domestic depravity, and therefore its correction was very properly left to time. They were ranged on forms for want of desks, of which the confined space does not admit of a sufficient number. The master stated, that "by talking kindly to the new comers, they became after a little time willing to learn." Eighteen out of 70 boys present could read fairly; 30 could write a word on their slates; six wrote on

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Third Year.—More instructive reading-books.

The remaining portions of the Old Testament;—the Story of the Apostles.

Further progress in arithmetic, geography, vocal music, drawing, elements of

English history.

General knowledge, likely to be useful to them in their handicraft or trade.

To carry out a course of this kind carefully and effectually, the occasional superintendence of individuals acquainted with the principles of the most approved methods would be no less desirable than that the masters should be themselves intelligent and well trained.

\* Printed prospectus of the school

paper. They were classed in three divisions, by which the master was able to give his personal attention to each for nearly an hour during every school time, in addition to the scriptural lesson addressed to them all. They expressed pleasure when they found themselves learning something, and in some instances when they were able to read they were glad to be allowed to take home a book to read to their parents. Some good results are said to have been traced to occasions of this kind. It caused evident and very natural satisfaction to them to perceive that the darkness and confusion of ignorance was giving place in their minds to new ideas, and that instead of the neglect, perhaps aversion, to which their poverty had made them familiar elsewhere, in the school they met with nothing but kind treatment, and consideration for their deficiencies. No prizes or rewards, no gifts of clothing or bribes in any shape for attendance, were allowed, neither were punishments, except of the slightest kind, and those seldom found necessary. The apparatus is scanty, consisting only of 12 Bibles, six copy-books, a few lesson-boards, and three slates. They had learnt to sing by ear a few songs and hymns. The school is dismissed daily with a short, impressive, and appropriate prayer. On passing out of the school many seemed pleased to exchange salutations with the master, and some advanced to him for a friendly shake of the hand. "Christian instruction and Christian benevolence" had awakened their sympathies, and led them to feel that "the world and the world's law" was not altogether against them. Some were the children of known thieves; some had themselves been habituated to thieving; others were orphans; and all belonged to the poorest and most destitute grade of life. The instruction was of course gratuitous, and care was said to be taken not to abstract any from schools where payment was enforced, and also not to admit those whose parents could afford to send them elsewhere. It was found, indeed, that very few of the latter would, under any circumstances, allow their children to mix with the class of which this school is composed. It is stated that before it was opened, no fewer than 18 children had been transported from families now sending children to it, but that, since it has been in operation, there has not been one. "The same benevolent persons\* who have induced the children to attend the school, endeavour to secure that they do so regularly; they use every argument to persuade the parents to send them, and they call almost daily to satisfy themselves that the children are present; they also go to the residences of the absentees to ascertain the reason of their non-attendance." A part of the stable was fitted up as an infant-school, and contains 100. They are taught in the

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\* Agents of the London City Mission.

method of the Infant-school Society, by a mistress who has received instruction in that establishment, and who had succeeded in making some progress with the different materials with which she had to deal. Twenty-four had learnt to read the lesson-boards; eight could read in the Testament, and could repeat texts with accuracy and intelligence; 16 could work with the needle; a few were taught to scour and clean the school-room. They were furnished only with a few slates, on which some had learnt to write, and also a little ciphering. While the eldest class is at needlework, one of the number reads a story to the rest from a book. They were able to repeat hymns and other simple pieces of poetry, and took an interest in the scriptural and other subjects to which their attention was directed.

I made a subsequent visit to this school, with the view of endeavouring to satisfy myself by personal inquiries to what class of society the children attending it belonged; and whether it was probable that they were withdrawn to any extent from other schools, where payments were required and regularity of attendance enforced, and attracted to this by the circumstance of its being gratuitous; and by the absence of any attempt to make neatness and cleanliness of dress and person a rule and a characteristic. Sixty boys were present; and of these, taken seriatim, I obtained from the master the following particulars:—

Seven had been at other schools, four of them at National, three at British; two of the former had been dismissed for irregularity of attendance: the parents of the remaining five were said to be too poor to dress them decently, and to provide the weekly payments.

Twenty-five were the children of parents in various grades, of very humble employment, having from two to five young children each, and subject to be frequently without work altogether. A few of these had one child at a school where payments are made, but were unable to afford to pay for more, or to procure proper and decent clothing for them.

Eleven had lost their fathers, and were supported by their mothers, having also from two to four children each to provide for: the mothers of three sold fruit in the streets; two more sold herrings and fire-wood; three were "charwomen." It was stated that the mother of one was often obliged to earn a trifling sum by her morning's occupation before she could provide a breakfast for her child, which she brought to him to the school; the child of another remained frequently at the school all day without food, the mother bringing some when she was able.

Five had been deserted by their parents, and were dependent on the sympathy of neighbours.

Five were the children of men of notoriously bad characters, one of them a known thief: one of the former had come to the school to hear his child read, which he was unable to do himself and expressed much surprise.

One was an orphan, supported by relatives.

One the son of a blind beggar.

Four were engaged in employments that kept them up a great part of the night, or occupied them from an early hour in the morning; they consequently came to school only in the afternoon: one of these was employed to sell bread and cold meat to the waggoners, drovers, &c., coming into London to the markets, or in some similar occupation; another sold ginger-beer in the streets to a late hour; a third sold lucifer-matches; a fourth, water-cresses, &c., early in the morning.

Six only were the children of parents whose general condition might enable them to pay for the instruction of their children, and two of these were at the time out of work.

There can, I apprehend, be little doubt that this school is a source of usefulness: there can, I should think, be as little, that in this and other parishes in which the poorer parts of the population are congregated, there must be many children still in want of places of refuge and instruction such as this, to which they can have recourse without payment, where the sorriest garb and exterior will not find itself in a position of painful contrast; where the treatment will be kind and considerate, and the instruction though humble yet sensibly conducted, in a manner to draw forth the faculties hitherto lying dormant through neglect, and to call into action right feelings and affections which mismanagement or harshness may have repressed. The success of the experiment in this instance has shown itself in the improved habits of some of these children; in the pleasure signified by others at finding total ignorance superseded by some gleams of knowledge; in gratitude to their benefactors; in growing self-respect, which manifests itself in attention to the precepts and suggestions of the master, on behalf of cleanliness and propriety even of the poorest dress. The school was formed, not without much personal exertion, by a paid agent and others, who represented to parents, too ignorant perhaps or too regardless to make a voluntary effort, the duty and the benefit of giving their children the opportunity of obtaining some religious and useful instruction. Having so far secured their confidence, and formed as it were this nucleus, the influential persons who commenced the work on behalf of their poorer fellow-parishioners are now desirous of extending it by providing a proper building; and as at the period of my visit they made known to me their intention of applying to the

Committee of Council for aid, I have given these details as materials for their Lordships' consideration.\*

No. 22.—*Frederick-street Chapel, Regent's Park.*—Average attendance, 175. A simultaneous lesson, about 20 minutes, is given twice a-week to the 40 juniors; the subject generally scriptural, occasionally on common objects. The remaining 130 receive six simultaneous lessons per week: three on the Bible, and three on general subjects, half an hour to each. The master has pursued this plan a year. He states that "he saved time by it, and had perceived that he opened the minds of the children, and brought them forward more readily." Of the 53 lowest, 25 had attended very irregularly, and could scarcely answer a single question; 20 had been regular in their attendance for periods approaching one year, and returned some intelligent answers to the masters, on the points which had formed the subjects of two occasional lectures to them. To the youngest, they related to the body, soul, death, burial, resurrection—to the history of Adam—the promise at the Fall—its fulfilment; and comprehensive accounts of the patriarchs, of Moses, of Solomon, and points of moral instruction drawn from other portions of the Old Testament; thence to the birth, life, crucifixion and resurrection of our Saviour. With those more advanced, these outlines were filled up, and the prophecies and lives of the Apostles entered upon. In the upper divisions, some little progress had been made in geography, comprising short accounts of the inhabitants of each country; also in the elements of mechanics, and in zoology. The answers of those who had been a year or more under instruction at this school, showed some mental activity, and readiness in expressing their ideas; but a want of accuracy was observable, arising from the divided attention required from the master in so large a school, and from a still imperfect conception of the methods and arrangements he was desirous of bringing to his aid; the higher division read with fluency and expression; the arithmetic and writing were creditable; singing from note has also been attended to, chiefly after school hours.

*British and Foreign Sailors' Society's School, Bell Wharf, London.*—This school is for the education of children of seamen and watermen, but the instruction given is very limited, and has no reference to the probable nature of their future employments; the reading is confined to scriptural subjects, and is taught to the younger children almost exclusively by the monitors;

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\* A school for a similar class of children, inhabiting Calmel Buildings, Gray's Yard, and other neglected receptacles of poverty in the immediate neighbourhood of Portman Square, was opened last year in Gray's Yard Court, James Street, by subscription, and is conferring as much benefit on the objects of its care as its restricted means will allow.

these read to the master twice a-week, out of school. He stated that his chief attention during school hours was given to superintending the writing and ciphering, and in going from draft to draft for a few minutes at a time; the supply of apparatus was scanty, and the methods pursued very imperfect; it is probable that many children of the poorer classes of seafaring men have been indebted to this school for the rudiments of knowledge, and for some initiation into the truths of Scripture; but a regret may be permitted that in this department of its labours the society is unable to carry further its benevolent intentions in favour of the mental and moral improvement of so valuable a class of the community.\*

*The Jews' Free School*, Bell's Lane, Spitalfields, comprises, first, a free-school for instructing 300 boys in reading and writing both the Hebrew and English languages, and in the rudiments of arithmetic; second, a free-school for instructing 300 girls in the above branches of knowledge, as also in plain needlework; thirdly, a superior school for boys, giving instruction of a more advanced character in Hebrew and English teaching; also grammar, Latin, and English; geography, history; the Hebrew commentators on the Sacred Writings, &c. &c., and continuing to clothe and apprentice the number on the original foundation. There are also commodious residences for the master and mistress, suitable play-ground, &c. The last report of the committee states, that from the experience of the course followed at the school, it is now completely ascertained that a boy of moderate capacity may be taught to read both Hebrew and English, to write tolerably well, and know the first four principles of arithmetic in about two years; the school is conducted on the monitorial plan; there were present in the boys' school 250; of these 80 were able to read, though, with the exception of the monitorial class, imperfectly. The average age of the monitors was about 11; the mode of teaching was animated, and it appears probable that the exertions of the master, seconded by their assistance, would enable him to teach the art of reading both the

\* The Society, which was established in 1818, embraces many objects, having in view the moral and religious improvement of seamen. In the last published Report of another most admirable institution for the benefit of seamen, the "Sailors' Home," Well-street, London Docks, it is stated to be in contemplation to afford the means of instruction in various branches of navigation, under the roof of the building, and for this purpose to prepare two apartments as school-rooms; the one for apprentices, where the rudiments may be taught; the other for mates, and even masters of vessels, where they may improve themselves in the higher branches of navigation and in surveying. It is proposed, also, that lectures on nautical subjects should be established, as likely to interest the men at the institution.

The spacious handsome building of this establishment is capable of holding 500 sailors, allowing each man a cabin to himself. It forms a board and lodging-house for seamen during the time they remain at home between their voyages, where they live comfortably, and pay moderately.

languages in the above-named time; but in the power of explaining the meaning of the English lessons to their respective classes, I found the monitors deficient, and the same deficiency in their knowledge of language was apparent in their own reading. The institution is liberally supported, and the active superintendence of members of the Committee is calculated to have a favourable influence. The intellectual development in the upper school was, as might be expected from the means at command, much greater than in the lower. To extend that of the latter in proportion to the wishes of the supporters of this establishment, and to impart in the two years now occupied with the present course a larger measure of precise and useful knowledge, would require more aid and more ready and effectual methods than it has yet been deemed necessary to employ there.\*

I think I may venture to say, on behalf of the masters of the schools above particularly named or referred to, and of the remaining ones to which this portion of the Report relates, that, whether as respects the interest of the children themselves, or the interest the public has in their careful guidance and instruction, they are aware that the great majority of the children who pass yearly through their hands are very imperfectly prepared to encounter the business, the duties, and the trials of life, into which they are plunged at so tender an age. The frequent inquiries that were addressed to me, inviting suggestions as to the mode of obtaining more satisfactory results, may be taken as indicating a sense that something more is required. I cannot say that it appears probable that the standard can be much raised in any of these cases, where the numbers exceed 100, as long as the master has no other aid than that of very young monitors: these may be made competent to assist in the mere mechanical processes, and in regulating portions of the daily arrangements and discipline; occasionally, perhaps, by skilful teaching, they may be entrusted with more important duties; but viewing their general condition, it can scarcely be expected that in these schools the intellectual instruction can be effectual, unless it proceeds primarily and principally from the superior intelligence of the master, and is brought to bear constantly and entirely on the crude and undisclosed minds and dispositions which he is endeavouring to unfold. It has been seen, that in a few of the larger schools the master had felt the necessity of striving to communicate some instruction personally to the younger children, and with this view they had so far adopted the simul-

\* The Cold-harbour-lane School, Camberwell, which had been erected by aid from the public grant, presented some favourable points; but it had not been long enough in operation at the period of my visit to justify a detailed notice.



taneous method as to give a kind of familiar lecture twice or thrice a-week, addressed specially to 50 or 60 of the boys of the lower classes, either on some scriptural subject, or illustration of some of the common objects of art and nature; also that they spoke favourably of the opportunities it had afforded of reaching more readily the dispositions and affections, as well as the understanding of the children. In one school the simultaneous lesson was held forth as the reward of attention to the ordinary lessons of the week; it appeared to be seized upon with avidity by the children, as a relief from the irksome process of spelling and reading words and sentences that seldom conveyed to their minds a clear train of ideas, if any at all. But the recurrence of this kind of instruction only twice or thrice a-week is insufficient to give it full effect, especially as regards those children, forming a large proportion in all these schools, who continue at them only a few months at a time. Upon these, in order that it may be effectual, the impression must be continuous, and repeated every school time in some department or other of their lessons. Many aids also are now accessible to well-trained masters, abridging their labour and increasing their power, with which, nevertheless, I found very few acquainted. A nearer approach towards imparting the rudiments of a valuable education to these children will be made, in proportion as it is clearly understood that little real and effective teaching can proceed except from properly qualified masters, aided, where the numbers demand it, by assistants old enough to have gathered some solid acquirement, and the requisite skill to communicate it.

It remains for me now to offer a few comments on the 27 girl's schools, and four infant schools which I visited in the course of this inspection. At the period of my visit to the girls' school of the Royal British Institution, City-road, the class of monitors there employed displayed an intelligence in their mode of teaching above the average. They proceeded with their usual course of instruction without reluctance or difficulty; preserving a manner sufficiently animated to keep up the attention of their young pupils, and maintaining order without any departure from gentleness even towards the youngest: these were either learning their letters or receiving a lesson on some familiar object, such as a piece of sponge, glass, metal, coral, &c., or reading the First and Second Books of the British and Foreign Society. The superior direction of the mistress was visible in the mode in which this was done. Each lesson is first carefully given by her to the monitors, who apparently entered into the spirit of the instructions, not passing over a word or sentence until expressions had been drawn from the class, showing that it was understood, and illustrating any idea sought to be conveyed by some collateral

fact within the circle of a child's knowledge. They have a Scripture lesson given in this manner daily. Those in the middle divisions of the school were able to read the Testament with expression, and to answer questions in a manner to prove that their minds were in a state of activity.

The upper classes were still more advanced in this respect, though in others not so much as they probably would have been had the mistress more assistance or fewer numbers.

There were present 160, a number below the average attendance, the depression of trade and prevalence of sickness having caused a temporary diminution. The skill of the mistress had enabled her to effect more by the aid of monitors alone than I generally have occasion to observe.

Fifty of these children were said to be learning something of English history. I found a class of 15 receiving their lesson; they were striving to fix in their memories half a page of a small summary, containing within that space the record of a century—names that have disappeared from all maps that children in this condition of life are likely to have access to; dates that refer to nothing that it is of the slightest moment to remember; facts that had no bearing on what followed, and no connexion of importance with what had gone before, relationships from which no historical consequence flowed, and which have long since been consigned to the genealogist. Summaries of this kind may serve to refresh the memory of the instructor, and to draw his attention to topics on which it is useful to enlarge. When given whole to the child, they can produce nothing but embarrassment. The maxim that whoever would teach well, must know a great deal more than he is called upon to teach, holds good in no department more than in that of history. If it be desirable that a correct view of the past should be among the subjects to be placed before the rising mind of the mass of the pupils, the habit of plying the memory with insulated, unexpanded, often unimportant facts, must give way to a mode of treatment which shall concentrate attention upon those few, but leading streams of events, on which the institutions, the manners, the morals, the wealth, and the fortunes of this country have been borne down from a late antiquity to the present day. This, however, is not the occasion to dilate further on this topic. It is sufficient to have pointed to a defect, which appeared common to all those schools in which an attempt was made to proceed from the stories of history as given in the elementary reading books, to the chain of history, as taught to the more advanced children from the short summaries in common use.

*The Wycliffe Chapel Girls' School*, near the London Hospital, seemed to be in a state of satisfactory progress. The present mistress had been only recently appointed. The

average attendance was about 120. All had a simultaneous lesson for half an hour daily. The elder girls are under instruction in the class-room each day from 11 to half-past 12, receiving lessons from the mistress in Scripture, geography, grammar, history, and mental arithmetic. During this time the assistant is giving similar lessons to the rest of the school. Encouragement is held out to the writing exercises in grammar, &c. at home, which are revised the next morning: also an early class has been formed, which meets before the school hour, and an account is kept and exhibited of the work then performed, and the time of attendance of each girl admitted into it. The desire to be admitted into this class has excited emulation. An hour and a quarter is appropriated daily to needlework. It was proposed to teach the elder girls to cut out as well as to join work. Assistance is given to parents desirous of placing their children in domestic service, and marks of regard and approbation bestowed on those who maintained good characters in their respective situations. Due restraint is placed upon the indulgence of display in dress, and pains are taken to cultivate habits suitable to the condition of life of those frequenting this school.\* The payments are 2*d.* per week; the salary of the mistress, 50*l.* without a house; that of the assistant, 12*l.* A person is also remunerated for taking charge of the children who remain out of school hours. The books of the British and Foreign Society are used; also maps and other ordinary apparatus; and whatever was still deficient in that particular, there seemed a disposition to supply.

In 17 other girls' schools, the moral influence exercised by the demeanour and the mode of management of the mistresses, was more conspicuous than the intellectual development they had been able to effect. This, such as it was, was confined, as in the majority of the boys' schools, almost entirely to the monitorial class, or to the few immediately below it. The range of instruction attempted to be given to these I found to be extremely limited, and very rarely, needlework excepted, of a partial character; in some few, the most advanced children were fairly versed in the outlines of Scripture; but as monitors, their mode of teaching, as far as I could observe it, showed very little ability to rise above mere mechanical routine. The remaining eight were, from casual circumstances, either not examined, or in particular cases only cursorily, no members of the school committee being present.

The six infant-schools that fell under my notice, though carrying out imperfectly the objects of this useful mode of early

\* For the use of children preparing for domestic service, the three or four small works upon this subject published by Messrs. Knight would probably be found to be acceptable additions to a school library.

discipline and instruction, and inadequately furnished with the means of so doing, are conducted in such a manner as to deserve more countenance and encouragement than they seem generally to have received.

The difficulty of securing proper teachers, by holding out a due remuneration for the acquirement of the requisite skill, and the application of their time and talents to this line of employment, seems to be felt in the case of girls' and infant-schools, even more than in that of boys. In the girls' schools, the intellectual part is usually that which is most deficient. The most practicable, because the least expensive, remedy that I have been able to point out, would perhaps be, that three or more girls' or infant-schools should unite in the cost of one qualified master, who should divide his services between the schools that engaged him. The example, the instruction, the guidance of a master, thoroughly conversant with his work, for two days in the week, or even one, would spread a knowledge of good methods and good management, and tend to raise the mass of the children out of that "dimly-mental" state, in which too often mere mechanism in teaching, and mere ignorance of all right principles of training, conspire to shroud them.

Taking the salary to be provided for such a master to be 100*l.* a-year, and reckoning the school-times, of three hours each, at 10 per week, then three schools could avail themselves of his services for nine hours per week, and one for three, with the addition of his attendance at their Sunday-school, where his aid would be of great value. The cost to each would therefore be about 25*l.*; a sum requiring no formidable addition to the exertions already made by the supporters of these institutions, and a great part of which would in all probability be replaced by the increased numbers attracted by the greater efficiency of the schools. No mistress or master now employed would be displaced; each would have the opportunity of improvement, and would be stimulated to take advantage of it.

Combinations of schools for the purpose here indicated might be readily formed in large towns, or in the smaller rural parishes, no one of which could support out of its own resources a properly paid master. Some steps have been taken towards the formation of one in the eastern parts of London. The difficulty of obtaining a master having the requisite qualifications, interposes delay in this as in very many other efforts in behalf of educational improvement.

In this last-mentioned instance, the pecuniary obstacles are not those that obstruct the path of improvement; it must be acknowledged, however, that in very many cases they are still the most difficult remaining to be encountered. When the local and individual efforts on behalf of education within the

last few years are taken into account, a disposition to rest satisfied with them may not unreasonably be expected to exist in some quarters and to some extent. Unquestionably it is impossible not to recognise the good effects of these exertions, and of the pecuniary sacrifices that have accompanied them; neither can it be doubted that it is mainly owing to the enlightened and persevering zeal of the British and Foreign School Society, that the supporters of local schools on the principles of that society have been led on and encouraged in a continually expanding field of usefulness, while the public mind generally has been roused in a great degree, by those efforts, to a quicker sensibility to the moral and intellectual necessities of the labouring population. It is possible also that there may still be instances in which the supporters of these schools might be slow to see imperfections in what has been their own work, or little disposed to apply any vigorous measures of amendment; there may be others, with regard to which a fear might be suggested that discouragement and the consequent discontinuance of previous efforts might follow from a too bare exposure of defects; but are there no grounds for a more favourable anticipation? May not a temperate and impartial commentary on what appears imperfect in these schools tend to stimulate instead of checking the attention of those interested, and lead to a closer and more frequent examination into these things for themselves? It may be taken for granted, that they have assumed the charge with a due sense of responsibility, and that having undertaken to educate those whom they have brought within their sphere, they are anxious to do so with the best effect. If on reflection they become persuaded that their exertions hitherto have failed of attaining the full end proposed, might not an increase rather than a diminution of those exertions be expected, in order to follow up and improve partial success? May it not have been that a somewhat too earnest contemplation of merits may have helped to perpetuate imperfections?

I have it in my power to name to their Lordships several instances in which the local committees were surprised at the low standard of instruction they discovered to prevail in the schools under their care, when this was clearly brought before them. I need scarcely add, that the discovery gave rise in every case to an immediate expression of a desire and a hope to improve.

Others, previously to my visit, had become aware of the necessity of introducing ameliorations, and were engaged in working them out, at the cost both of greater personal superintendence and increase of annual contributions. Reductions in some parts of the previous annual expenditure had been effected by inducing the monitors to act without payment,

on the higher motive of making a voluntary return for the instruction which they have received on such easy terms; also, by discontinuing the practice of distributing an annual sum in prizes or in clothes, or maintaining under some other form a competition in bribery with rival schools. It is satisfactory to have observed instances in which the numbers of a school have been preserved in spite of competition, by making the school itself more efficient, instead of by the more common practice of relaxing discipline, and resorting to inducements which have nothing in common with the principles that ought to actuate parents in selecting schools for their children.

The revenues had in other cases been augmented, among other means, by granting the use of the school-room for various purposes after school hours: much is done by these and similar measures towards meeting the extra cost of an assistant and two or three pupil-teachers where these have been added.

I believe I am justified in saying generally that a spirit of improvement could be recognized in most of the schools which are the subject of this Report; that no indisposition was manifested to advance the standard of instruction given in them, and that an exposition of their true state (a thing salutary and desirable in itself) was invited and coveted by their supporters as a first step towards the consideration of measures calculated to insure higher efficiency. What those measures may be will rest of course completely at the discretion of the individuals locally interested in these schools, seconded by the enlightened aid of the parent society, whenever such assistance is required. In having noticed with approval such amendments as I found introduced into a few of these schools, I do not wish to be considered as implying that each and every one of these measures of improvement might be put in practice at once in all cases. The more important, namely modes of organization and of conveying instruction differing from those to which a master has become habituated, cannot be taken up lightly with any reasonable prospect of success. A conviction of their usefulness is not the only thing needed: to be practised effectually, they must be studied earnestly, and applied with discretion and ability. If a sense of deficiency in his teaching has been brought home to a zealous and conscientious master, and a desire awakened to extend his powers, the best modes of doing so may be safely left to work their own way to his conviction. To the fact that such a desire already exists to a considerable extent, I have been glad to bear testimony. I have also endeavoured faithfully to describe the means I saw already adopted in some instances with a view to improvement; means and methods approximating to those which have been long since rooted in the opinions and practice of the Protestant

States of the Continent, in all of which the right education of the mass of the people, being held to be among the first of duties, has commanded the best diligence of those governments, and the best talent of their citizens.\*

I have, &c..

(Signed)

SEYMOUR TREMENEERE.

To J. P. Kay Shuttleworth, Esq.,

Secretary, &c.

\* It may perhaps be allowable to observe, that, if a lectureship on didactics, a word yet little familiar in this country, and on the higher branches of the subject of which it is a part, could be added to the recently constituted professorship of pastoral theology, or engrafted upon it, a great service would be done to a cause which is happily now less in want of advocates than of instruments to carry it out. It would tend to make this country better acquainted with the present state, both of the science and the art of teaching in other countries, in which, for many years past, much ability has been applied to the improvement of the means of elementary instruction, whereby the difficulties both of teaching and learning have been found to be materially diminished.

It is to this end, to diffuse an acquaintance with these improved processes, that the notices have been introduced into their Lordships' minutes of the constructive† methods of teaching to read and to write, of the Pestalozzian arithmetic, and of analogous modes of teaching singing and drawing.

These subjects have now nearly passed out of the region of controversy. It is now pretty generally agreed, that what is professed to be taught should be thoroughly taught; that the process of teaching children to read should be conducted skilfully and expeditiously; and that the use of writing, and as much of the simplest rudiments of calculation, and of a few other elementary subjects, as may be serviceable to those classes in their sphere of life, may be taught well and readily, so as to consume as small a portion as possible of the very brief period they are able to devote to attendance at school.

But it is essential to pass beyond this very limited point. The necessities of the labouring classes themselves require that the narrow field of instruction to which they have been hitherto restricted should be enlarged, and the best interests of society coincide with this requirement. "The first object of education is to shape and discipline the man, the second to teach him."—(*Guesses at Truth*. Hatchard, 1827. Vol. ii., p. 38.) It is desirable that the elementary school should both become a better and more rational school of moral discipline, and a more abundant fountain-head of intelligence. Duly and anxiously considering the eternal interests of the children frequenting schools, and therefore bestowing their first care on their religious instruction, those who would extend their field of acquirement regard them also as future members of a complicated society, in which a wise self-direction must often depend upon the possession of adequate secular knowledge. In addition therefore to the due cultivation and exercise of their perceptive faculties in the earlier stages of instruction, to the improvement of their moral habits, and the inculcation of the groundwork of religious belief and Christian duties, it is desired also to give them a thorough acquaintance with the language which unlocks the treasures of their country's literature, and something of the principles of those branches of knowledge, the many applications of which employ the hands and minds of labourers and mechanics whether of the country or the town. Some instruction would also advantageously be conveyed, as an antidote to those false views of the relation of master and servant, or of the circumstances determining the wages of labour, which it is unfortunately the interest of ignorant and unprincipled men to diffuse. These subjects, properly placed before the child in the elementary school, would form the fitting introduction to that more important education of the man, which, as an independent agent, he receives amidst the institutions and habits of a free country.

† I find an objection taken to the use of this word, as if, with the exception of those that are avowedly analytic, as Jacotot's and others, the Pestalozzian methods of teaching claimed exclusively to be synthetic or constructive. It is true that with the above exceptions all who begin with a grammar, however bad, all who commence with the elements of any subject, and proceed upwards to its difficulties, teach synthetically. The merit which the Pestalozzian methods lay claim to is simply this, that having made for the pupil a more clear and logical analysis of the subject to be taught, they lead him onwards by easy gradations from the first processes and simplest elements to a complete mastery of its advanced stages and difficulties.

**APPENDIX**  
**TO**  
**REPORT ON BRITISH SCHOOLS**  
**IN AND NEAR LONDON.**

.



## Appendix to Report on British

2.	3.	1.	5.	6.
Monkwell-street School, Cripplegate.	Hart-street School, Covent Garden.	Castle street, School, Bethnal-green.	George-street, School, Lambeth.	School at Eunon Chapel, George-street, Portman Market.
August 31. . . . . Mr. Blackett . . . . .	September 2. . . . . Mr. J. H. Offley . . . . .	September 6. . . . . Mr. J. Bathoit . . . . .	September 7. . . . . J. Stone, Esq. . . . .	September 9. . . . . Mr. J. Barnes . . . . .
123, Newgate-street Cripplegate.	23, Henrietta-street, Covent Garden.	11, Compton-terrace, Islington.	George street, Lam- beth.	3, St. John's Wood, South.
1833 . . . . .	Rebuilt 1838 . . . . .	April, 1841 . . . . .	1817 . . . . .	January, 1840 . . . . .
British and Foreign No Separate building	British and Foreign No Separate building	British and Foreign Yes Separate building	British and Foreign No Separate building	British and Foreign No Under a chapel, be- low the level of the street.
In a confined court		2 school-rooms, 42 × 41 × 15 each. 2 play-grounds, 70 × 40 each 42 × 41 × 15		
64 × 36 × 20	42 × 36 × 13		75 × 42 × 25	30 × 30 × 14
Yes . . . . .	No . . . . .	No . . . . .	No . . . . .	No . . . . .
Inadequate . . . . .	Inadequate . . . . .	Adequate . . . . .	Adequate . . . . .	Inadequate . . . . .
		No.		
No . . . . .	No . . . . .	No . . . . .	No . . . . .	No . . . . .
		In good repair . . . . .		
		No; wear . . . . .		
No . . . . .	No . . . . .	Adjoining two, 70 × 40 each.	No . . . . .	No . . . . .
		No . . . . .		
5 in 34 years . . . . .	5 in 8 years . . . . .			
3 months . . . . .	1 year . . . . .	104 years . . . . .	14 years . . . . .	19 months . . . . .
About 70% . . . . .	About 110% . . . . .	About 70% . . . . .	About 70% . . . . .	About 60% . . . . .
20 . . . . .	30 to 40 . . . . .	11 . . . . .	20 to 30 . . . . .	20 . . . . .
12 . . . . .	Under 9 . . . . .	About 11 . . . . .	About 11 . . . . .	10 . . . . .
		264 in 7 months.	4,456 in 25 years.	407 in 18 months . . . . .
			180 . . . . .	270 . . . . .
	240 . . . . .	142 . . . . .	195 . . . . .	
150 . . . . .	140 . . . . .	118 . . . . .	135 . . . . .	110 . . . . .
130 . . . . .	270 . . . . .	120 . . . . .	140 . . . . .	110 . . . . .
3d. to 4d. . . . .	3d. . . . .	2d. to 3d. . . . .	2d. . . . .	2d. . . . .
6 . . . . .	7 . . . . .			
19 & 14 . . . . .	12 . . . . .			
J. Warwick . . . . .	J. Turner . . . . .	J. Woodward . . . . .	J. Hardwicke . . . . .	
No . . . . .	No . . . . .	No . . . . .	No . . . . .	No . . . . .
	No . . . . .	No . . . . .	No . . . . .	No . . . . .

# QUERIES.

4

1.

Union  
Chapel School  
Islington.

1. Date of Visit to School? . . . . .	Aug. 30, 1841
2. Name of Correspondent? . . . . .	M. Duthoit .
Address? . . . . .	11, Compton-ter Islington.
3. In what Parish is the School? . . . . .	—
4. Name of Post Town? . . . . .	—
Distance? . . . . .	—
Direction? . . . . .	—
5. When was the School established? . . . . .	1436 . . . . .
6. Is it in connexion with any and what Society? . . . . .	British and For.
Is it received Aid from the Public Grant? . . . . .	Yes . . . . .
7. Description of Site of School-house or School-room? . . . . .	Separate build
8. Extent of Site? . . . . .	. . . . .
9. Observations on Ditto? . . . . .	. . . . .
10. Dimensions of the Chief School room, in length, breadth, and height to the centre of the ceiling? . . . . .	About 64 X 32 X
11. Is there a Gallery for 80 or more Children? . . . . .	No . . . . .
12. Is the Ventilation adequate or inadequate? . . . . .	Adequate . . . . .
13. Are the School-rooms sufficiently warmed? . . . . .	. . . . .
14. Are the School-rooms applied to any other Purpose but those of the School? To what? Under what Regulations? . . . . .	. . . . .
15. Is this Appropriation recognised in the Trust Deed? . . . . .	—
16. Dimensions of Class-rooms? . . . . .	—
17. Is there a Lobby or Closet for Hats, Bonnets, &c.? . . . .	. . . . .
18. In what state is the Building as to Repair? . . . . .	. . . . .
19. Does the Building include a Residence for the Master or Mistress? If not, how far is their Residence from the School? . . . . .	. . . . .
20. Is an Exercise Ground provided? At what distance from the School? What is its extent? . . . . .	No . . . . .
21. Is it furnished with Gymnastic Apparatus, Circular Swings, Parallel Bars, Gym nastic Frame? . . . . .	. . . . .
22. Number of Masters or Mistresses since the School was established, or in years? . . . . .	. . . . .
23. Length of time that the School has been under the present Master or Mistress? . . . . .	1 month . . . . .
24. Salary of Master and Mistress? . . . . .	About 70l. . . . .
25. Number of Assistant Teachers? . . . . .	. . . . .
Salary of each? . . . . .	. . . . .
26. Number of Pupil Teachers? . . . . .	. . . . .
Salary of each? . . . . .	. . . . .
27. To whom are the Pupil Teachers apprenticed? . . . . .	. . . . .
28. Number of Monitors? . . . . .	10 . . . . .
29. Average Age of Ditto? . . . . .	10 years . . . . .
30. Total Numbers admitted into the School in years? . . . . .	. . . . .
31. Average Admissions per annum? . . . . .	. . . . .
32. Number now on the Books? . . . . .	60 . . . . .
33. Present at the time of Inspection? Boys? . . . . .	. . . . .
Girls? . . . . .	. . . . .
34. Average Daily Attendance during the last Six Months? 3. Rate of School Fees per Week? . . . . .	2d. and 3d. 6 12
4. Age at which the Children are usually admitted? . . . . .	. . . . .
Age to which they remain? . . . . .	. . . . .
C. Name of Schoolmaster . . . . .	J. J. Bryant . . . . .
Schoolmistress . . . . .	. . . . .
N Do they live Rent free in the School-house? . . . . .	No . . . . .
N Have they any Perquisites besides their Salary? . . . . .	. . . . .

## Appendix to Report on British

12.	13.	11.	15.	16.
Nevill's Court School, Fetter-lane.	Honduras-street School, Cleikenwell.	Butler's-place School, Dockhead, Bermondsey.	Great George-street School, Bermondsey.	York-terrace School, Regent's Park.
September 22 . . . Mr. J. Hunt . . . .. ..	September 27 . . . Mr. Fras. Cuthbert- SON. 123, Aldersgate- street.	September 28 . . . Rev. J. Hodington . 4, Neckinger-road, Bermondsey.	September 29 . . . Mr. T. Norton . . . Grange-road, Ber- mondsey.	October 4 . . . . . Miss Hope . . . . . 6, Ulster-terrace, Regent's Park.
April, 1840 . . . .	1837 . . . . .	April, 1840 . . . .	1835 . . . . .	1830 . . . . .
British and Foreign No . . . . . Separate building .	British and Foreign No . . . . . Separate building .	British and Foreign No . . . . . Separate building .	British and Foreign No . . . . . Separate building .	British and Foreign No . . . . . Separate building .
.. ..	.. ..	.. ..	.. ..	.. ..
30 × 30 × 18	40 × 30 × 25	40 × 20 × 18	55 × 27 × 20	25 × 12 × 9
No . . . . . Adequate . . . . . .. ..	No . . . . . Adequate . . . . . .. ..	No . . . . . Adequate . . . . . .. ..	No . . . . . Adequate . . . . . .. ..	For 60 . . . . . Inadequate . . . . . .. ..
No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..
No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..	No . . . . . .. ..
.. ..	.. ..	.. ..	5 in 6½ years . . .	.. ..
18 months . . . . About 90% . . . .	.. .. About 70% . . . .	18 months . . . . About 60% . . . .	5 months . . . . . About 70% . . . .	18 months . . . . About 90% . . . .
.. ..	.. ..	.. ..	.. ..	2
.. ..	.. ..	.. ..	.. ..	.. ..
24 11	13 10½	15 10½	16 10½	24 11
340 in 18 months .	1560, since July, 1834	321 since April, 1840	1770, since January, 1835.	.. ..
165	200	150	240	.. ..
160	186	.. ..	.. ..	.. ..
136	128	85	120	110
140 2d. to 3d.	130 2d. to 3d.	100 2d. to 3d.	130 2d.	110 2d. to 3d.
.. ..	.. ..	.. ..	.. ..	.. ..
J. Baker . . . . .	W. King . . . . .	J. Mitchell . . . .	J. Cross . . . . .	F. Lamb . . . . .
Yes, fuel . . . . .	.. ..	No . . . . . No . . . . .	No . . . . . No . . . . .	Yes . . . . . Fuel . . . . .

Schools in and near London—*continued*.

17.	18.	19.	20.	21.
Ranelagh Chapel School, Sloane-square.	North London Union School, Calthorpe-street, Gray's Inn-lane.	Horseferry-road School, Westminster.	Harp-alley School, Faringdon-street.	New Pie street School, Westminster.
October 5 . . . . . Rev. R. H. Shepherd. ..	October 20, 21, 22. Mr. B. Gardiner . . ..	October 29 . . . . . Mr. D. Mallock, . . Millbank, Westminster. ..	November 2 . . . . . Rev. C. Wood . . . . ..	November 1 . . . . . T. Wilson, esq. . . . 5, Great Queen-street, Westminster.
1802 . . . . .	1834 . . . . .	1802 . . . . .	1820 . . . . .	January, 1841 . . . .
British and Foreign No. . . . . Under a chapel, below the level of the street. ..	British and Foreign No. . . . . Separate building . . Large premises . . In an open site . .	British and Foreign No. . . . . Separate building, very dilapidated. .. Close to a large sewer. 67 × 32 × 14	No. . . . . Separate building . . .. 156 × 33 × 12	No. . . . . Separate building, previously a stable. .. 20 × 12 × 9
40 × 20 × 9 No. . . . . Inadequate . . . .	No. . . . . Adequate . . . . .	No. . . . . Inadequate . . . .	No. . . . . Inadequate . . . .	No. . . . . Adequate . . . . . Yes. . . . .
No. . . . . ..	No. . . . . ..	No. . . . . ..	No. . . . . ..	No. . . . . ..
No. . . . . ..	An open space in front of the building. ..	No. . . . . ..	No. . . . . ..	No. . . . . ..
10 years . . . . . About 110/. . . . .	10 months. . . . . About 100/. . . . .	14 years . . . . . About 75/. . . . .	15 years. . . . . About 90/. . . . .	1 year . . . . . 12s. per week . . . .
..	..	..	..	..
..	..	..	..	..
..	28	28	20	6
..	10½	10½	11½	10
..	4,118 since 1834 . .	..	..	..
..	..	..	282	..
80	..	..	..	..
54	200	180	150	70
60	220	100 to 180	160	70
3d.	2d. to 3d.	3d.	2d.	Free
..	..	..	..	4 to 10
J. Moure . . . . .	J. Ryder . . . . .	C. McCulloch . . . .	C. Lowe. . . . .	10 to 13
No. . . . .	..	No. . . . .	No. . . . .	No. . . . .
No. . . . .	..	No. . . . .	No. . . . .	No. . . . .

Continued on pages 512, 513.

## Appendix to Report on British

22.	23.	24.	25.	26.
Frederick-street School, Regent's Park.	Ship-yard School, Wardour street.	Tottenham Chapel School.	Wesleyan Chapel School, Sloane terrace.	Fitzroy Schools, Grafton-street.
October 15 . . . . Mr. J. Barker . . . . 6, Munster-street . .	December 13 . . . . Mr. J. Evans . . . . 25, Southampton- street, Covent- Garden.	December 16 . . . . Mr. W. Hone . . . . 43, Newman-street, Oxford street. .	December 20 . . . . Mr. J. Broster . . . . .	December 22 . . . . David Clee, Esq. . . . .
January, 1837 . . . .	1790 . . . . .	1835 . . . . .	1839 . . . . .	1801 . . . . .
British and Foreign No . . . . . Under a chapel, be- low the level of the street. . . . . . . . . . .	British and Foreign No . . . . . Separate building . . . . . . . . . . . .	British and Foreign No . . . . . Adjoining a chapel . . . . . . . . . . .	British and Foreign No . . . . . Under a chapel, be- low the level of the road. . . . . . . . . . .	British and Foreign No . . . . . Separate building . . . . . . . . . . . .
50 X 30 X 12	45 X 25 X 18	60 X 60 X 16	50 X 25 X 9	60 X 40 X 24
No . . . . . Inadequate . . . . . . . . . .	No . . . . . Adequate . . . . . . . . . .	No . . . . . Adequate . . . . . . . . . .	No . . . . . Inadequate . . . . . . . . . .	No . . . . . Adequate . . . . . . . . . .
No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .
No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .	No . . . . . . . . . . . . . . .
2 in 5 years . . . .	2 in 12 years . . . .	3 in 6 years . . . .	1	.
2 years . . . . . About 90/. . . . .	11 years . . . . . About 90/. . . . .	3 years . . . . . About 110/. . . . .	2 years . . . . . About 75/. . . . .	31 years . . . . . 100/. and a house
. . . . . . . . . . . . . . .	. . . . . . . . . . . . . . .	. . . . . . . . . . . . . . .	. . . . . . . . . . . . . . .	. . . . . . . . . . . . . . .
12 11	16 9½	20 10	14 10	11 11½
1,113 since January, 1837.		2,250 since 1835 . .	379 since 1839 . . .	9,013 since 1801 .
140	112 per annum in 4 years.	About 300	.	220
193 160	140 85	250 180	100 51	230 160
175 2d. and 3d. 4 to 6 11 to 12 . . . . .	120 3d. 4 11 or 12 J. Newman . . . .	220 2d. and 3d. 4 to 6 9 to 12 R. Curtis . . . . .	90 2d to 4d. 4 to 6 10 to 12 R. Smith . . . . .	170 1d. 7 10 to 12 J. Elliot . . . . .
No . . . . . No . . . . .	No . . . . . No . . . . .	No . . . . . No . . . . .	No . . . . . No . . . . .	Yes . . . . . No . . . . .

Schools in and near London—continued.

27.	28.	29.	30.	31.
Marlborough-street School, Blackfriars-road.	Wood-street School, Spitalfields.	Abbey-street School, Bethnal-green.	Royal British Institution, City road.	Cold Harbour-lane School, Camberwell.
Feb. 9, 1842 . . . . . Mr. J. Harriess . . . . . 72, Broad Wall . . . . .	February 8 . . . . . Mr. W. Taylor . . . . . Church-street, Spitalfields.	Feb. 9, 11, 13 . . . . . Jas. Miller, Esq. . . . . Brewery, Spitalfield.	Feb. 10, 12 . . . . . Rev. D. Campbell . . . . . Tabernacle-row, City-road.	February 23. W. K. Jameson, Esq. 6, Grove Hill, Cam- berwell.
1819 . . . . .	June, 1841 . . . . .	September, 1839 . . . . .	Repaired March, 1841.	February, 1842.
British and Foreign No . . . . . Separate building . . . . .	British and Foreign Yes . . . . . Separate building . . . . .	British and Foreign Yes . . . . . Separate building, spacious premises . . . . .	British and Foreign No . . . . . Separate building, previously a brew- house. Large premises . . . . .	British and Foreign Yes . . . . . Separate building.
. . . . .	. . . . .	. . . . .	. . . . .	—
. . . . .	. . . . .	. . . . .	. . . . .	In an open situation
60 × 30 × 16	50 × 26 × 18	56 × 34 × 20	80 × 50 × 42	About 40 × 18 × 12.
No . . . . .	No . . . . .	Yes . . . . .	Yes . . . . .	Yes . . . . .
Adequate . . . . .	Adequate . . . . .	Inadequate . . . . .	Adequate . . . . .	Inadequate.
. . . . .	Yes . . . . .	Yes . . . . .	. . . . .	. . . . .
No . . . . .	No . . . . .	No . . . . .	No . . . . .	No.
. . . . .	In good repair . . . . .	In good repair . . . . .	In good repair . . . . .	In good repair.
. . . . .	Near . . . . .	Yes . . . . .	Yes . . . . .	Near.
No . . . . .	No . . . . .	Yes, adjoining . . . . .	A small one adjoining.	No.
. . . . .	. . . . .	Yes . . . . .	—	. . . . .
4 in 22 years . . . . .	1	1	1	. . . . .
20 years . . . . .	6 months . . . . .	2½ years . . . . .	1 year . . . . .	5 months.
About 100l. . . . .	30l. and school fees.	About 150l. . . . .	About 150l. . . . .	About 72l.
. . . . .	. . . . .	1	1	—
. . . . .	. . . . .	2	—	. . . . .
. . . . .	. . . . .	To the trustees . . . . .	. . . . .	. . . . .
30 . . . . .	. . . . .	30 . . . . .	30 . . . . .	35
10 . . . . .	11 . . . . .	12 . . . . .	10 . . . . .	10
4737, to Dec. 1841 . . . . .	183	1440, since Sept. 1839.	792, to Dec. 29 . . . . .	163
210 . . . . .	—	. . . . .	. . . . .	. . . . .
210 . . . . .	. . . . .	392 . . . . .	456 . . . . .	100
153 . . . . .	100	360 . . . . .	357 . . . . .	89
. . . . .	. . . . .	. . . . .	. . . . .	. . . . .
200 . . . . .	130 . . . . .	. . . . .	400 . . . . .	70
1d. to 3d. . . . .	2d. and 3d. . . . .	2d. and 3d. . . . .	2d. and 3d. . . . .	2d. and 3d.
6 . . . . .	6 . . . . .	. . . . .	. . . . .	3 and 14.
10 to 11 . . . . .	11 to 12 . . . . .	. . . . .	. . . . .	12 and 13.
J. Bignold . . . . .	W. Brek . . . . .	G. White . . . . .	H. Perry . . . . .	G. Holmes.
No . . . . .	Yes . . . . .	Yes . . . . .	Yes . . . . .	No.
No . . . . .	Fuel . . . . .	No . . . . .	No . . . . .	No.



chools in and near London—*continued.*

7. School at Craven Chapel, Marshall street, Golden-square,	8. Fisher-street School, Red-lion Square.	9. School at Bishopsgate Chapel.	10. School, York-road, Lambeth.	11. Perry-street School, Somers Town.
Yes . . . . . British and Foreign	Yes . . . . . British and Foreign	Yes . . . . . British and Foreign.	Yes . . . . . British and Foreign.	British and Foreign.
..	..	..	..	..
..	..	..	..	..
Bible . . . . . British and Foreign and Sunday-school Union books.	Bible . . . . . British and Foreign, Books of the Irish Commission.	Bible . . . . . British and Foreign, Lewis's Catechism of Natural Philo- sophy.	Bible . . . . . British and Foreign	Bible . . . . .
Read's . . . . .	Hogarth's . . . . .	Hogarth's . . . . .	..	Crossley's . . . . . Words' . . . . .
..	Lennie's . . . . .	..	Cornwell's . . . . .	Lennie's . . . . .
Goldsmith's . . . . .	Hogarth's . . . . .	Outlines' . . . . .	..	Irving's lines . . . . .
..	Hickson's . . . . .	..	..	..
..	Fiancour's . . . . .	..	..	..
Lesson boards, black boards, maps.	Lesson boards, black boards, maps.	Lesson boards, black boards, maps.	Lesson bords, black boards, maps, mo- dification of Pho- nic method. Small . . . . .	Lesson boards, black boards. Small . . . . .
70	30	90		
With prayer . . . . .	With a hymn . . . . .	..	..	Yes . . . . .
..	No . . . . .	..	..	..
..	..	..	..	..
..	..	Detention . . . . .	..	..
Slight . . . . .	Slight . . . . .	Slight . . . . .	Slight . . . . .	Slight . . . . .
..	..	..	..	..
Mr. James, 11, Hay- market.	Mr. Cartwright . . . . .	..	..	..



## Appendix to Report on British

12. Nevill's-court School, Fetter-lane.	13. Honduras street School, Clerkenwell.	11. Butler's-place School, • Dockhead, Bermondsey.	15. Great George-street School, Bermondsey.	16. York-terrace School, Regent's-park.
British and Foreign	Yes. . . . . British and Foreign	Yes. . . . . British and Foreign	Yes. . . . . ..	Yes. . . . . ..
..	..	..	..	..
..	..	..	..	..
The Bible. . . . . British and Foreign Society's books.	The Bible . . . . . Sunday - school Union Books.	Testament . . . . . Chambers's books.	The Bible. . . . . British and Foreign Society's books.	The Bible. . . . . Edinburgh Ses sional school, 3 Books.
Words' . . . . .	Grant's . . . . .	Crossley's . . . . . ..	Crossley's . . . . . ..	Parables' . . . . Hogarth's . . . .
..	King's . . . . .	Lennie's . . . . .	..	Murray's . . . .
..	..	..	..	..
..	Hullah's . . . . .	..	..	..
..	..	..	..	..
Lesson boards, black boards.	Lesson boards, black boards, apparatus for teaching the letters.	Lesson boards, black boards, maps.	Lesson boards, black boards, maps.	Lesson boards, black boards, box objects.
Small. . . . .	200 volumes . . . .	..	..	200
With a hymn . . .	Prayer . . . . .	..	..	Yes, and with hymn.
..	Yes.	..	..	..
..	..	..	..	..
..	..	Absentee papers sent to the parents.	..	Yes. ..
Slight . . . . .	Seldom . . . . .	Seldom; only for moral offences; never for inatten- tion to lessons.	Slight . . . . .	Seldom . . . . .
..	..	..	..	..
Mr. Edwards, 13, Queen-st., Cheap- side.	Mr. Maura . . . .	..	..	..

## Schools in and near London—continued.

17. Ranelagh Chapel School, Sloane-square.	18. North London Union School, Calthorpe-street, Gray's-inn Lane.	19. Horseferry road School, Westminster.	20. Harp-alley School, Faringdon-street.	21. New Pie-street School, Westminster.
British and Foreign	Yes. . . . . British and Foreign	Yes . . . . . British and Foreign	Yes . . . . .	Yes . . . . . British and Foreign
..	..	..	..	..
..	..	..	..	..
Eight imperfect Testaments, Six ditto Bibles.	The Bible. . . . . Books of the Irish Commissioners.	The Bible. . . . . ..	The Bible. . . . . Irish Commissioners' books. 2nd volume of Instructor.	The Bible . . . . .
..	..	..	Irish Commissioners' Scripture Selections of B. and F. So- ciety. Lennie's . . . . .	..
..	..	..	England, &c., by Cowper.	..
..	..	..	Hickson's . . . . .	..
..	..	..	Grant's Drawing Lessons.	..
Lesson boards, nearly worn out.	Black boards, maps	Lesson boards, black boards, maps..	Black boards, lesson boards (Irish), maps, mechanical models, objects, globes.	Lesson boards, black boards.
..	270	..	100 volumes and master's library of reference.	A few . . . . .
..	Yes . . . . .	..	With a hymn . . .	..
..	..	..	..	..
..	..	..	..	..
Seldom . . . . .	No . . . . .	Seldom . . . . .	Nearly discontinued.	No . . . . .
..	..	..	Tickets having money value books	No . . . . .
..	Mr. Church, Mr. R. Cannon, Mr. Stoneman, Mr. Ireson, Mr. Shaw, Mr. Jordson,	Mr. Miller, Mr. North, Mr. Fitzgerald, Mr. Lewis.	..	..

## Appendix to Report on British

22. Frederick-street School, Regent's-park.	23. Ship-yard School, Wardour-street.	24. Tottenham Chapel School.	25. Wesleyan Chapel School, Sloane-terrace	26. * Fitzroy Schools, Grafton-street.
Yes . . . . . British and Foreign	Yes . . . . . British and Foreign	Yes . . . . . British and Foreign	Yes . . . . . British and Foreign	Yes . . . . .
. .	. .	. .	. .	. .
. .	. .	. .	. .	. .
The Bible . . . . . British and Foreign	The Testament . . Extracts from the Bible.	The Bible . . . . . British and Foreign Society's books.	The Bible . . . . . British and Foreign Society's Extracts.	The Bible . . . . . Sunday School Union boards.
. .	. .	. .	. .	. .
. .	. .	. .	. .	. .
. .	. .	. .	. .	. .
Hullah's . . . .	Hullah's . . . . .	. .	. .	. .
Lesson boards, black boards. drawing apparatus.	Lesson boards, black boards, maps	Lesson boards, black boards.	Lesson boards . . .	Lesson boards, black boards, MSS. of master.
. .	320	Small . . . . .	50	200
. .	Yes . . . . .	Yes . . . . .	Yes . . . . .	Yes . . . . .
. .	. .	. .	. .	Assembly's Cate- chism.
. .	. .	. .	. .	. .
Slight . . . . .	Slight . . . . .	Slight . . . . .	Slight . . . . .	Seldom . . . . .
No . . . . .	No . . . . .	Books . . . . .	. .	. .
. .	Mr Smith, Mr. Hebburn, Mr. Ruchan, Mr. Carr, Mr. Hedge, Mr. Partridge.	Dr. Campbell, Mr. Howe, Mr. Morgan.	Mr. J. Knight, Thistle-grove, Chelsea, Mr. Pocock.	Mr. Cree, Mr. Nesbitt, Mr. Abraham.

Schools in and near London—continued.

27. Marlborough street School, Grafton street.	28. Wood street School, Spitalfields.	29. Abbey street School, Bethnal-green.	30. Royal British Institution, City road.	31. Cold-harbour-lane School, Camberwell.
Yes . . . . . ..  .. ..	Yes . . . . . ..  .. ..	Yes . . . . . British and Foreign  .. ..	Yes . . . . . British and Foreign Society, and at the Edinburgh Uni- versity. No, remains with them out of school hours Yes	Yes. —  — —
The Bible . . . . . British and Foreign Society's books  .. .. .. .. ..	The Bible . . . . . Books of Irish Com- missioners  .. Chambers's, B and F Society's books Murray's Grammar .. ..	The Bible . . . . . Books of Irish Com- missioners  .. Inspector. . . . . Chambers's, Guy's Geography Irish Commis- sioners Grammar .. Hullah's . . . . .	The Bible. . . . . Books of British and Foreign Society  .. Chambers's, Guy's Geography Irish Commis- sioners Grammar Ince's History of England Hullah's . . . . .	The Bible British and Foreign Society's books  .. Crossley's Arithmetic .. Lennie's. — —
Lesson boards . . . .. .. —	Lesson boards, black boards, Irish and Scotch maps .. .. ..	Lesson boards, black boards, maps, ob- jects 40 Yes	Lesson boards, black boards, maps, ob- jects 50  Doors closed, those late are fined 1d	Lesson boards, black boards, maps. — —
Tickets for regu- larity, bearing a monetary value Slight . . . . .	Slight. . . . .	Slight . . . . .	Slight . . . . .	Slight.
Wearing apparel as prizes  ..	..	No rewards.  Mr J Miller, Mr. Hanbury.	—  —	..

BRITISH AND FOREIGN SCHOOL SOCIETY,  
20 August, 1842.

MY LORD,

THE Committee desire me respectively to acknowledge the receipt of Mr. Tremenheere's Report, which, through the favour of your Lordship, they have now been able carefully to peruse. They regret to state that their first impressions respecting it have only been confirmed and strengthened by a more deliberate examination.

Their objection to the report arises not so much from the statements made respecting particular schools (although some of these they cannot but consider as unfair and extravagant) as from the spirit and tendency of the whole document. It appears to them an elaborate attempt to show that the entire system of instruction pursued by the society is essentially defective. Its tendency (they do not say its object) is to bring their schools into disrepute, and to enforce the adoption of a more expensive, and as yet an untried, agency. The alleged inefficiency of the system pursued by the society (that of imparting instruction by monitors) is repeatedly urged and argued on; the schools, instead of being tested by the principles of teaching adopted at the model school of the parent society, are tried by another and a different standard; and judgment is pronounced against them because methods yet unsanctioned by any extended experience have not been introduced.

The Committee may, perhaps, be allowed to add, that when it is borne in mind that of all the schools specially held up in this Report to their subscribers and the public as being, on the authority of Government, unworthy of support, not one has received aid under the minute of the Committee of Council, requiring inspection as a condition of assistance; that of the whole number (66) only five were inspected by authority; that the examination of the rest by the Government inspector at all arises simply from the society having encouraged the parties conducting them voluntarily to invite his visits, with a view to the benefit of their respective schools; when it is further recollected that was done in faith that the inspection would be a friendly and not an adverse one; a faith sanctioned by the declared object of the Government in asking the admittance of their inspector, viz. that it was intended "as a means of encouraging and strengthening such voluntary associations;" when all these circumstances are taken into consideration, the Committee cannot but consider that the presentation to Parliament, and subsequent publication of the report in question, calculated as it is to endanger the support of so large a number of schools, would be a violation of the pledge given, that the inspection should be the means of "encouraging and not of superseding voluntary efforts;" and affecting as it does so many schools which have never received any aid from the public purse, would further form a precedent for bringing the influence

of Government to bear upon such voluntary associations in a way which might at other times, and in other hands, be used as an engine of oppression.

The Committee, therefore, respectfully submit (if after these statements it should appear to the Committee of Council that any part of the Report should be published) whether such publication should not be confined to those portions of the Report which refer to the five schools which have received aid from the Committee of Council, on condition of inspection, and that have consequently been inspected by authority; and in either case, they especially request that the name and locality of each school reported upon may be attached to the observations made upon it.

In the absence of any Order in Council similar to that possessed by the National Society, the Committee have no other resource than to appeal to the justice of your Lordship and the Committee of Council, and having now done this, they confidently leave the Report in your Lordship's hands.

I have, &c.,

(Signed)

HENRY DUNN, Secretary.

*The Right Hon. Lord Wharncliffe,*  
§c., §c., §c.

SIR,

Council Office, 13 January, 1843.

I HAVE in the first place to apologise to you for the delay which has taken place in answering your letter of the 20th August last, relative to Mr. Tremenhoe's report upon the schools in connexion with the British and Foreign School Society, which delay has latterly been prolonged by my own severe indisposition. Having, however, had an opportunity of submitting to the Committee of Council not only your letter, but also the memorial which had previously been placed in my hands, by a deputation from the Committee of the British and Foreign School Society, date June 7th, 1842, upon the same subject, I am now enabled to state to you the view which the Committee of Council have taken of the matters referred to in these documents.

It is unnecessary for me to repeat, what I have already more than once personally assured you of, namely, that the Committee of Council have, throughout these discussions, been actuated by the most anxious wish that the difficulties which have arisen, with regard to the inspection of the normal and model schools of the British and Foreign School Society and of the schools connected with it, should be settled satisfactorily for all parties, and that the Committee are willing to consider with that object any arrangements which may be proposed, and which would not be inconsistent with their duty to Her Majesty, or at variance with what they conceive to have been the inten-

tion of Parliament in making the grant, the distribution of which the Committee have to administer, and which would enable them to afford additional aid to the British and Foreign School Society without departing from the rules and conditions which have been approved of by Parliament.

Before I proceed to the statement of the views of the present Committee of Council, it appears to be desirable to recall to your recollection, in some detail, what has taken place since the formation of the Committee of Council on Education, with regard to the inspection of the normal and model schools in the Borough-road, and of other schools in connexion with the British and Foreign School Society, and the communications which have passed between that society and the Committee of Council upon that subject.

In the Report recited in the Order of Council of the 3rd of June, 1839, the late Committee recommend "that the sum of 10,000*l.* granted by Parliament in 1835 towards the erection of normal or model schools, should be given in equal proportions to the National Society and the British and Foreign School Society;" and "that no further grant be made now or hereafter for the establishment or support of normal schools or any other schools, unless the right of inspection be retained, in order to secure a conformity to the regulations and discipline established in the several schools, with such improvements as may from time to time be suggested by the Committee."

The inspection of the normal and model schools is, therefore, by this Order in Council, an indispensable condition of the grant of 5000*l.*; and in a letter dated August 17th, 1839, the late Committee communicated to the British and Foreign School Society two resolutions relative to the conditions of this grant of 5000*l.*: "The Committee will require, as an indispensable condition, that an inspector, acting under their authority, shall be enabled to visit every school to which any grant shall in future be made. Such inspector will not be authorized to examine into the religious instruction given in the school, but he will be directed to ask for such information as to the secular instruction and general regulations of the school as may enable the Committee to make a Report to Her Majesty in Council, to be laid before both Houses of Parliament."

In a communication of the 17th of August, 1839, to the Committee of Council, the Committee of the British and Foreign School Society express "much satisfaction" with the report of the 3rd June, 1839; and in a minute dated October 12th, and a letter dated October 16th, in that year, record "the cheerful acquiescence of the committee in the proposed visits of the inspector, under the authority of the Committee of Council, as a condition of the grant for the erection of their normal and model schools."

In the close of the autumn of 1840 an Order in Council,

dated the 10th August, 1840, was published, which order determined the mode of appointing and dismissing inspectors "of such schools as are in connexion with the National Society, or with the Church of England."

Soon after the publication of the report in which this Order of Council appeared, the Committee of Council received a letter from the British and Foreign School Society, dated January 11th, 1841, in which they state, that "they are fully aware it is impossible for them to have, under existing circumstances, any such control over the appointment of future inspectors as is possessed by the National Society and the Church of Scotland, but they do ask, in lieu thereof, such a check on the proceedings of the inspectors in their schools as shall make them acquainted with the course the inspectors may think it right to pursue, and which may serve to prevent the perversion of a great public benefit either into an engine of party or an instrument for the breaking up of voluntary associations."

On the 8th of February, 1841, the late Committee of Council, in their reply to that letter, state, that "a broad distinction separates chartered or voluntary societies established for the promotion of elementary education, and the churches of the United Kingdom established by law." That "they are desirous to intrust the inspection of British schools to none but gentlemen so qualified as to deserve the confidence of the British and Foreign School Society, and appointed in the spirit of the society's minute of July 13th, 1838;" but that "in their opinion no inquiry as to the way in which the public money has been applied could prove satisfactory to the country, which was not carried on by parties unconnected with the societies whose schools they are to visit and report upon." They add, that "to use the inspection of schools as a means of establishing a new form of control of parent societies over the schools connected with them, is, however, foreign to the objects of such inspection, and it is equally so to employ it in any way to weaken the connexion now subsisting between such societies and the schools in association with them."

The late Committee then communicated to the British and Foreign School Society the following resolutions relative to the inspection of their schools:—

1st. "That their Lordships will communicate the reports which their inspectors may make respecting schools in connexion with the British and Foreign School Society, to the committee of that society, for their information"

2nd. "That when inspectors, on the invitation of local committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, such suggestions shall be reported to their Lordships, who will communicate those suggestions (with reports on the condition of the school) to the committee of the British and Foreign School



Society, and request their co-operation in recommending, for the approbation of the local committee, such of their inspector's suggestions as their Lordships may approve."

Subsequently to all these communications between the Committee of Council and the British and Foreign School Society, on the 10th July, 1841, an agreement was signed by some of the chief members of the committee of that society, "to return 5000*l.* in the event of their normal and model school not being completed within three years, and a lease not being obtained containing trusts satisfactory to the Committee of Council."

It appears, then, from all these details, that the late Committee of Council not only insisted upon the right of visiting, by their inspector, the normal and model schools of the British and Foreign School Society as an indispensable condition of their grant of 5000*l.* to those schools, but that the committee of that society fully acquiesced in that condition. It also appears that the Committee of Council adhered to their determination to insist upon this condition, notwithstanding the remonstrance of the British and Foreign School Society, and their demand for some check upon the proceedings of the inspectors, contained in their letter of January 11th, 1841; in answer to which letter the Committee thought it right to define more strictly the objects of the inspection, and to insist upon the inspectors being unconnected with, and therefore independent of, the societies whose schools they visited; while, by their letter of August 17th, 1839, the Committee had already stated the object of their inspection to be to enable them to make a Report to Her Majesty in Council, to be laid before both Houses of Parliament.

It further appears that the agreement of July 10, 1841, was executed subsequently to the communications between the Committee of Council and the British and Foreign School Society, and after the appointment of Mr. Tremenhoe by the late Committee as an inspector, whose labours were intended to be principally directed to the inspection of the schools in connexion with that society.

I have thought it advisable to recapitulate these communications between the late Committee of Council and the British and Foreign School Society, upon the subject of inspection by the Government inspectors, in order to remind that society of the position in which that subject stood at the period when the present Committee of Council was appointed by Her Majesty, and it will now be my duty to convey to the British and Foreign School Society the decision of the present Committee in respect of the conditions of any further aid by annual grant to the normal school of that society, and of the objections raised in the memorial of the society of June 7, 1842, to "inspection conducted under the authority of Government, and with a view to official publication," to avoid which objections, the society,

in that memorial, 'submit for the approbation of the Committee of Council the draft of a declaration of trust, which does not contain any clause to the effect that the school shall be at all times open for the inspection of the Government inspector for the time being, and they ask that the "experimental character" of the proposed inspection "may be recognised; that while on the one hand the continuance of any aid the Committee of Council may think it right to grant, is made to depend on the satisfactory character of the reports of the inspector; on the other, the withdrawal of that aid may be considered on the part of the Government as a relinquishment of the right of inspection, and that after such withdrawal of aid, the visits of the inspectors shall cease."

It is unnecessary for me to point out to the British and Foreign School Society, that the Committee of Council are bound to insist upon the power of the Government inspectors to visit their schools for the purpose of reporting thereon to Her Majesty and the Houses of Parliament, as stated in the Order of Council of June 3, 1839, as a condition of the grant of 5000*l.* already made, as well as of any future grant in the way of an annual payment in aid of the funds of the society for the maintenance of their normal school, and indeed of any grant from the Parliamentary fund to any school whatever.

The question, therefore, appears to be whether, by the mode in which the Committee may direct such visits and reports to be conducted and drawn up, some means may not be found to obviate the injurious effects which the British and Foreign School Society seem to expect from the publication of those reports.

The objections of the British and Foreign School Society are of two kinds:—

1st. That they conceive that such an inspection as is now insisted upon as a condition of any grant will invest the Government with an influence extending not only over the particular building aided by the Government, but over all the proceedings of the society; and in order to show how this effect may be produced, they refer to the report of the Government inspector in relation to the Glasgow normal school.

And 2ndly. That the effect of these visits of the Government inspectors to the schools connected with the society, will be to weaken the influence at present exercised over those schools by the present society, and therefore to diminish the probability of their funds being sufficiently supported by voluntary subscriptions.

With regard to the first of these objections it will be well to consider what is the character and the extent of the interference which the Committee of Council claim in respect of inspection, and what is the nature of the influence which could be gained by such interference. The object is to ascertain, by constant inspection, whether the schools to which grants have been made

are conducted in a way to advance the improvement of the pupils; if they are not so managed, to point out wherein they fail in that respect, whether it be from ignorance or incapacity of the teacher, or a defective mode of teaching, and how, in the opinion of the inspector, they may in such respects be improved. It does not appear to the Committee of Council that in the case of the Glasgow normal school, Mr. Gibson, their inspector, exceeded his duty in these respects. He merely states facts as he found them, and gives his opinion of the progress made by the pupils in those acquirements which are necessary for a school-master.

But although it may be said truly that by means of this inspection so conducted, an influence over these schools is created, the object of which is their improvement, the Committee of Council feel that they should not be justified if they attempted to exercise that influence or control in any other manner than that of friendly remonstrance, and of a suggestion of remedies; or if they attempted to force upon the society with which such schools are connected, the adoption of any other mode of teaching than that which had been deliberately adopted by the society. If the society should become convinced of the superiority of any other mode of teaching, and adopt it, it must be the result of their own conviction and experience, and not of any pressure exercised by the Committee of Council.

With regard to the second objection, the Committee of Council cannot conceive that the effect upon the influence of the parent society over those schools, and the amount of subscriptions, will be such as is supposed, even in the event of unfavourable reports of the inspector. The object for which those subscriptions are given, must be that of affording to the pupils the best means of acquiring knowledge, without infringing upon those principles upon which the British and Foreign School Society has been formed. All then that the most unfavourable report would do, would be to point out the defects of the mode of teaching, and not of those principles, and the means by which such defects may, in the opinion of the inspector, be best remedied. It surely cannot be supposed that it is necessary that in all instances of schools inspected the report should be a favourable one, in order to secure a continuance of subscriptions or of confidence in the Committee of the British and Foreign School Society on the part of the subscribers. That confidence will be most readily continued if the subscribers are satisfied that their Committee are at all times ready to receive the report of the Government inspector in a friendly spirit, and to give to his remarks and suggestions a fair and candid consideration. On the other hand, it will be the duty of the inspectors to avoid unnecessary comparisons between one system of teaching and another, and to try the merits of the schools connected with the British and Foreign

School Society by a reference to the manner in which the system of teaching, which that society has adopted from its original formation, is practised at their model school in the Borough-road. Whether that system be the best possible mode of imparting elementary instruction or not, that is the only one upon which the British and Foreign School Society professes to act; and there are many reasons both financial and others, which might make the adoption of any other by that society quite *unadvisable*. In the meantime there can be no doubt that, even supposing that system not to be the best possible, considerable and important advance has been made, and is still making, by the efforts of that society in the great object of educating the people.

I will now close this letter by briefly stating that, 1st. The Committee of Council cannot consent to exempt from inspection by Government inspectors any schools whatever which have received or may hereafter receive aid from the Parliamentary grant.

2nd. The Committee of Council, whenever an occasion may arise for the appointment of an inspector, to be employed to inspect the schools connected with the British and Foreign School Society, will endeavour to make such an appointment as will inspire a confidence that such inspection will be conducted with every friendly feeling towards that society, but at the same time with a due sense of the independence of the inspectors. The Committee, however, cannot consent to the exercise of any control over such an appointment by the British and Foreign School Society.

3rd. The Committee of Council are prepared to consider any suggestions which the Committee of the British and Foreign School Society may make with regard to the mode in which the inspector shall perform his duty, with a view to remove such objections as that society have made to the mode in which that duty has been hitherto performed.

I have, &c.,

*Henry Dunn, Esq.,*

Secretary to the British and Foreign School Society.

(Signed)

WHARNCLIFFE.

British and Foreign School Society,  
13 February, 1843.

SIR,

IN conformity with the instructions of the Committee, I have now the honour to transmit to your Lordship a series of resolutions agreed upon at their last meeting, in reference to your Lordship's letter of January 13th last.

I need only add, that in arriving at these conclusions, the Committee have been influenced by a sincere desire to avail themselves of the liberality of the Government, so far as such a course can be made consistent with the safety of the institution, and with the fulfilment of the obligations under which they are placed as the trustees and committee of a voluntary society.

Most sincerely thanking your Lordship for the kindness and courtesy manifested during the whole of this long and painful discussion.

I have, &c.

(Signed)

HENRY DUNN, Secretary.

*The Right Hon. Lord Wharncliffe,*

*&c., &c., &c.*

EXTRACTED from the MINUTES of the Committee of the British and Foreign School Society, of February 11, 1843.

Resolved,

1st. THAT this committee sensibly appreciate the courtesy evinced by Lord Wharncliffe in the several communications and interviews had with this committee, its deputations, and secretary, and more especially they have read with satisfaction the explicit statement in his Lordship's letter of the 13th January last, that "it will be the duty of the inspectors to avoid unnecessary comparisons between one system of teaching and another, and to try the merits of the schools connected with the British and Foreign School Society by a reference to the manner in which the system of teaching that society has adopted from its original formation is practised at their model school in the Borough-road;" and the assurance that "the Committee of Council are prepared to consider any suggestions which the committee of the British and Foreign School Society may make with regard to the mode in which the inspector shall perform his duty, with a view to remove such objections as that society have made to the mode in which that duty has been hitherto performed."

2nd. That, subject to such qualifications, this committee adhere to their repeatedly expressed opinion that inspection should be coincident with pecuniary aid from Government; and so long as the normal and model schools of the society may be deemed entitled to annual aid, and the society deem such aid beneficial to the objects entrusted to their care, this Committee will most cordially consent to the inspection of their schools by the Government inspector.

3rd. That the inspection, as between the schools of this society and those of the National Society, is at present unequal and partial, since the former are visited by an inspector appointed by Government, and wholly independent of the British and Foreign School Society, and the latter by one altogether dependent, as well for his original appointment as for his continuance in office, on the pleasure of the Archbishops of Canterbury and York, the immediate patrons and organs of the National Society; an arrangement which, in the opinion of this Committee, must necessarily induce such a different colour in the reports made by each inspector (the one acting under no apprehension of consequences, and the other, if venturing to assume a similar tone of animadversion, doing so under the penalty of dismissal) as will place their respective reports in obvious contrast, and tend to the manifest disadvantage of this society.

4th. That entertaining these sentiments, the Committee, as acting on behalf of a large society of voluntary donors and subscribers, cannot consent to the introduction of a covenant in their deed of trust conceding to the Government the right in perpetuity of inspecting their model and normal schools as a condition of the grant of 5,000*l.* already made, or of any future grant, but they are willing to admit the

introduction of a clause allowing the right of inspection until the committee of the society, on due notice, shall see fit to decline the same, whereupon the Committee shall become liable to repay the said 5,000*l.* on the same being demanded by the Government.

5th. That in reference to the assurance of Lord Wharncliffe, that the "Committee of Council are prepared to consider any suggestions which the Committee of the British and Foreign School Society may make with regard to the mode in which the inspector shall perform his duty," this Committee feel it to be necessary only to enumerate those particulars in which both the spirit and letter of the terms of inspection originally required by the Committee of Council, and agreed to by the committee of the British and Foreign School Society, have been violated in order to justify all their subsequent proceedings, and to show the necessity which exists for such an Order in Council in their favour as will effectually prevent the recurrence of any circumstances likely to occasion future dissatisfaction and complaint.

The particulars referred to are the following:—

1. That notwithstanding the assurance given in their Lordships' letter to the Society of 8th February, 1841, that "their Lordships are desirous to intrust the inspection of British schools to none but gentlemen so qualified as to deserve the confidence of the British and Foreign School Society," the schools have hitherto been inspected only by a gentleman avowedly adverse to "the system of teaching adopted by the society from its original formation."

2. That notwithstanding the concern expressed in the same communication that the Committee of the British and Foreign School Society should ever have been led "to apprehend that British schools would be subject to the examination and report of inspectors identified with the National Society," the fact still remains that such schools have been, and still are, from time to time inspected by gentlemen thus connected; gentlemen who, by their very position as inspectors of national schools, are opposed to the principles of the British and Foreign School Society.

3. That notwithstanding the further assurance given in their Lordships' communication of 8th February, 1841, "that the inspectors shall be desired to do nothing which can tend to weaken the connexion which subsists between the parent society and the schools connected with it," all the proceedings of the inspector have had a direct tendency to effect such separation, inasmuch as the schools, instead of being tested by their accordance with the plans pursued in the model schools of the society, have been judged by another and altogether different standard, and approved, not as they accorded with, but in proportion as they departed from, the method of teaching adopted by the parent society.

4. That notwithstanding the express resolution of the Committee of Council forwarded to the society by their Lordships' secretary in his communication of 17th August, 1839, that "the inspector will not be authorised to examine into the religious instruction given in the school, but he will be directed to ask for information as to the secular instruction and general regulations of the school," the inspector has thought it right to inquire into and report upon the amount of scriptural knowledge possessed by the children, furnishing certain ludicrous and extravagant replies of confused children, as specimens of their scriptural instruction.

## 528 *Correspondence respecting the Grant to the British and*

5. That notwithstanding the regulation clearly laid down in the minutes of the Committee of Council, of the 24th September, 1839, that "the inspectors will not interfere with the discipline or management of the schools," such interference has continually taken place, the inspector having repeatedly suggested important alterations both in discipline and management.

6. That notwithstanding the special resolution of their Lordships (communicated in the letter of their Lordships' secretary to the Society of 8th February, 1841), in reply to that portion of the society's memorial which complained of this interference, in which it was distinctly promised that when inspectors, on the invitation of the local committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, "those suggestions shall be communicated to the British and Foreign School Society, and their Lordships will request their co-operation in recommending to the approbation of the local committee such of the inspector's suggestions as their Lordships may approve." no such communication has ever been made. The inspector has in various instances, and repeatedly, made suggestions respecting the discipline and management of the schools, but no communication whatever has been made to the Committee of the British and Foreign School Society, nor has their co-operation in recommending such suggestions to the approbation of the local committees ever been requested.

7. That notwithstanding the assurance given in their Lordships' letter of 8th February, 1841, that "the Committee of Council are disposed to regard with much respect the services which the British and Foreign School Society has rendered to elementary education, and the exertions it is now making as regards its influence," all the proceedings of the inspector have had a tendency to depreciate those services, and to limit the influence of the society, and especially is this likely to be effected by the course he has taken in reference to schools considered by him to be particularly deficient, that of exposing their supposed deficiencies without giving either the name or locality of the school thus condemned, the obvious effect of which is to throw upon the parent society, and upon the methods it sanctions, the reproach of schools over which it may have had no control, nor have been able to exercise any influence.

8. That the secretary be instructed respectfully to transmit a copy of the foregoing resolutions to Lord Wharncliffe, as comprising the deliberate and conclusive determination of this committee, in the earnest hope that his Lordship will, in the circumstances stated, recognize the principle contended for, by rendering the right of inspection coincident with the independent option of the society to decline or accept the bounty of the State.

(Signed)

WM. ALLEN, Chairman.

DEAR SIR,

Council Office, 15 February, 1843.

I SEND you a copy of certain resolutions which have been lately passed by the Committee of the British and Foreign School Society, in consequence of the communications which have taken place between the Committee of Council for Education and that society, relative to your report upon the schools connected with it.

I beg leave to draw your attention to these resolutions, and shall be glad to receive from you, at as early a period as convenient, any observations which you may think it right to make upon such as concern your own proceedings as inspector.

I am, &c.,

(Signed)

WHARNCLIFFE.

*To Seymour Tremenheere, Esq.*

MY LORD, •

105, Pall Mall, 22 February, 1843.

I REGRET to perceive, from the enclosure in your Lordship's letter, that the Committee of the British and Foreign School Society consider that I have not conformed to the spirit and letter of the terms of inspection prescribed by the Committee of Council on Education, and accepted by that society; and that they have thought it necessary to communicate to your Lordship the manner and the degree in which they conceive I have mistaken or overstepped my duty.

I beg to assure your Lordship, that I have endeavoured to conform both to the spirit and the letter of the terms of inspection, as defined in the Orders in Council, and in the general instructions to Her Majesty's inspectors of schools; and I hope that my proceedings in examining and reporting on British schools are not justly open to the observations that have been made upon them.

1.—The first particular referred to by the Committee of the British and Foreign School Society, affecting myself, is, that I am "avowedly adverse to the system of teaching adopted by the society from its formation."

If by "the system of teaching adopted by the society from its formation," the purely monitorial system of arrangement and instruction is alluded to, my answer is, that I have taken no other view of that system of arrangement in elementary schools than that which I conceived had been adopted in the Central School of the parent society.

The methods of teaching in that Central School have of late years ceased to be purely monitorial. The drafts in that school have been instructed to a considerable extent by the masters in attendance on the Central School from the country. Monitors have been employed, intermediate between the position of these masters and the monitors who usually teach in elementary schools, inasmuch as their services are retained for the benefit of the school beyond the period when the elementary instruction of children ceases. These monitors differ in name, but not in qualifications, from the pupil-teachers recently appointed in some monitorial schools. Moreover, the society, while giving this remarkable development to the monitorial system by the employment of assistant masters, and monitors



retained for the service of the school, have likewise superadded to these changes in the monitorial system one form of simultaneous instruction, by the erection of three galleries, in rooms attached to their Central School, in which the masters in attendance from the country are practised in the simultaneous method of instruction, by teaching classes of 60 and upwards in these galleries. My suggestions to the promoters of any elementary school have never included changes from the purely monitorial method of greater extent and importance than those which have occurred in the Central School. I, however, approve the principles that have led to these changes in the Central School, and I am unable to perceive the justice of a complaint that I am adverse to the purely monitorial system, to which the society itself no longer adheres in the management of its Central School.

I never supposed that the society of late years put forward the Central School as an example of the purely monitorial system, or intended to restrain all other British schools from adopting improvements similar to those above adverted to, much less did I conceive that I should create any jealousy by calling the attention of the committees of local schools to the importance of the improvements introduced into the Central School; namely, the employment of a class of more carefully trained and better instructed monitors (if possible apprenticed to the school) and the use of the gallery, or some form of collective teaching, for certain lessons.

As a general proposition, however, I am by no means adverse to the purely monitorial system. In many cases the number of children to be instructed in an elementary school is so great, and the funds that can be raised for the support of the school are so limited, that the trustees can barely obtain the stipend of one master, and cannot afford to apprentice any of their monitors, much less to provide salaries for assistant masters. The fatigue which the single master undergoes in conducting a large school during six hours in the day, without the aid of either assistant masters or apprenticed monitors, is so great, that he cannot be expected to give the boys selected from the upper drafts as monitors much instruction between the school hours. Under such circumstances a master of ordinary qualifications does little more than superintend the general organization of the school, instruct the upper drafts, and examine all the drafts from time to time. In the evening he is exhausted by his six hours' labour, if he be zealous.

In circumstances such as these, the purely monitorial system is a necessity. So far from being adverse to that system in such cases, my desire would be to give a school so conducted every encouragement, in my power, as the first step from ignorance. I am also aware that a master of great talent,

information, and experience, can, by the monitorial method, produce satisfactory intellectual results, even with monitors not older than those whom I found in the schools which I visited. With the assistance of boys under the age of 13, in a well-conducted monitorial school, much elementary knowledge may be communicated under a master so qualified. This was the agency which Bell and Lancaster introduced with so much effect, and by which they gave so useful a stimulus to elementary education.

But I never conceived that I gave legitimate cause for the suspicion that I was adverse to the monitorial system of instruction, when I pointed out to the trustees of schools the imperfect attainments of their monitors; the very early age at which their services were lost; the extreme difficulty of giving them more knowledge in a school in which the master's time was so much occupied by general superintendence; the advantages which would accrue from retaining their services to a more mature age, and, for this purpose, of apprenticing them to the school; of making arrangements to secure their receiving instruction every evening, and of attaching one of them to the school at the close of his apprenticeship as an efficient teacher.

The society has, however, taken a step considerably in advance of such arrangements, by the introduction above adverted to, of one form of simultaneous or collective teaching, as a means of bringing the mind of the master into contact with large classes of children, chiefly for the purpose of conveying religious instruction, and improving his moral influence in the school.

It appears to me that I should have failed in my duty, if I had not followed in the steps of the society in making similar suggestions when my opinion was sought.

2.—It is alleged that British schools have been subject to the examination and report of gentlemen connected and identified with the National Society, "gentlemen who, by their very position of inspectors of National Schools, are opposed to the principles of the British and Foreign Society."

I am at a loss to understand to what gentlemen it is here intended to refer. I am the only gentleman authorised to inspect British Schools, and I am not authorised to inspect National Schools, into which I have been admitted only on the invitation of their promoters. My colleague, the Rev. J. Allen, whose appointment as inspector of schools aided by public grants has received the sanction of the Lord Archbishop of Canterbury on behalf of the Established Church, and who, therefore, inspects by authority the schools connected with the Established Church, has, I believe, occasionally inspected and reported upon British schools in the neighbourhood of others

to which his duties called him, but only when especially invited so to do by the local committees of such British Schools.

I may add, that in complying with those invitations, Mr. Allen was acting in conformity with the intimation given by Lord John Russell in the House of Commons, to the effect that the inspectors of National Schools would not be instructed to enter and report upon British Schools, unless invited so to do by persons locally interested.

3.—It is asserted, that although my instructions require me to do nothing that may tend to weaken the connexion which subsists between the parent society and the schools connected with it, all my proceedings “have had a direct tendency to effect such separation.”

The reason by which this allegation is sought to be supported is, that the schools, instead of being tested by their accordance with the plans pursued in the model school of the society, have been judged by another and altogether different standard.

In answer, I beg to state, first, that it has been my wish and study to judge of all, in the first place, on their merits; to ascertain, by careful examination, observation, and inquiry, how far each was, according to my judgment, answering its professed object, that of supplying a suitable education to the children of the humbler classes of society.

Secondly. If I found the range of instruction limited, and its results imperfect, I never intentionally omitted, in my communication with the masters or with the members of the school committees present, to show in what respect the master failed in the management of his school on the monitorial method; what were the causes of that failure, and how they could be removed, and then to show what advantage he might derive from the employment of the same means and methods as those in the course of adoption at the model school of the society, endeavouring thereby to animate the exertions of the local Boards by reference to the example of the parent society.

I abstained from obtruding any remarks of my own at variance with the practice sanctioned by the society in their model school; but in every instance in which I was attended during my inspection by members of the local committees, and in almost every instance by the masters, I was frankly and cordially solicited to give my unreserved opinion on the practice pursued.

It is urged that, “notwithstanding the express resolution of the Committee of Council forwarded to the society by their Lordships’ secretary in his communication of 17th August, 1839, that “the inspector will not be authorized to examine into the religious instruction given in the school,” I have thought it right to inquire into and

report upon the amount of scriptural knowledge possessed by the children.

My answer is, that I have in no case assumed it as a right to inquire into the religious instruction given in these schools.

That in the great majority of cases, I have been freely invited by the members of the local committee present, or by the master, to give my opinion upon the whole matter and method of the instruction of the school, no restriction on the subject of the religious instruction having ever been imposed upon me.

That in many instances, either the master or a member of the school committee proposed or commenced the examination on religious subjects.

That in the rest, I requested information on this point, and in no case met with the least disinclination to afford it, either on the part of the conductors of the schools, or the persons locally interested in them.

That although aware of the minute of 17th August, 1839, above adverted to, being still in force, and possessing therefore a clear understanding that I was not empowered authoritatively to enter upon the subject of the religious instruction, I had always conceived that no jealousies of the examination of the religious instruction of elementary schools existed on the part of the British and Foreign School Society, or any disinclination to lay open to Her Majesty's inspectors the state of proficiency attained in their schools, both in the matter of scriptural and general instruction. I had, therefore, in the course of my inquiries, no hesitation in giving to this most important subject the prominent place due to it;—more especially as I met with obstruction in no case, but in most cases the most cordial co-operation on the part of the master and the members of committees interested in the state of these schools.

With respect to the assertion that I have furnished "certain ludicrous and extravagant replies of confused children as specimens of their scriptural instruction," I beg to refer to my report, in which I state the precautions I took to avoid that source of error.

5.—It is asserted that, "notwithstanding the regulations clearly laid down in the minutes of the Committee of Council of the 24th September, 1839, that the inspectors will not interfere with the discipline or management of the schools, such interference has continually taken place, the inspector having repeatedly suggested important alterations, both in discipline and management.

I will not insist, in answer to this point, upon my impression that the portion of the minute above quoted was directed to assure parties who received aid from the public grant on con-

to which his duties called him, but only when especially invited so to do by the local committees of such British Schools.

I may add, that in complying with those invitations, Mr. Allen was acting in conformity with the intimation given by Lord John Russell in the House of Commons, to the effect that the inspectors of National Schools would not be instructed to enter and report upon British Schools, unless invited so to do by persons locally interested.

3.—It is asserted, that although my instructions require me to do nothing that may tend to weaken the connexion which subsists between the parent society and the schools connected with it, all my proceedings “have had a direct tendency to effect such separation.”

The reason by which this allegation is sought to be supported is, that the schools, instead of being tested by their accordance with the plans pursued in the model school of the society, have been judged by another and altogether different standard.

In answer, I beg to state, first, that it has been my wish and study to judge of all, in the first place, on their merits; to ascertain, by careful examination, observation, and inquiry, how far each was, according to my judgment, answering its professed object, that of supplying a suitable education to the children of the humbler classes of society.

Secondly. If I found the range of instruction limited, and its results imperfect, I never intentionally omitted, in my communication with the masters or with the members of the school committees present, to show in what respect the master failed in the management of his school on the monitorial method; what were the causes of that failure, and how they could be removed, and then to show what advantage he might derive from the employment of the same means and methods as those in the course of adoption at the model school of the society, endeavouring thereby to animate the exertions of the local Boards by reference to the example of the parent society.

I abstained from obtruding any remarks of my own at variance with the practice sanctioned by the society in their model school; but in every instance in which I was attended during my inspection by members of the local committees, and in almost every instance by the masters, I was frankly and cordially solicited to give my unreserved opinion on the practice pursued.

4.—It is urged that, “notwithstanding the express resolution of the Committee of Council forwarded to the society by their Lordships’ secretary in his communication of 17th August, 1839, that “the inspector will not be authorised to examine into the religious instruction given in the school,” I have thought it right to inquire into and

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That in many instances, either the master or a member of the school committee proposed or commenced the examination on religious subjects.

That in the rest, I requested information on this point, and in no case met with the least disinclination to afford it, either on the part of the conductors of the schools, or the persons locally interested in them."

That although aware of the minute of 17th August, 1839, above adverted to, being still in force, and possessing therefore a clear understanding that I was not empowered authoritatively to enter upon the subject of the religious instruction, I had always conceived that no jealousies of the examination of the religious instruction of elementary schools existed on the part of the British and Foreign School Society, or any disinclination to lay open to Her Majesty's inspectors the state of proficiency attained in their schools, both in the matter of scriptural and general instruction. I had, therefore, in the course of my inquiries, no hesitation in giving to this most important subject the prominent place due to it;—more especially as I met with obstruction in no case, but in most cases the most cordial co-operation on the part of the master and the members of committees interested in the state of these schools.

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I will not insist, in answer to this point, upon my impression that the portion of the minute above quoted was directed to assure parties who received aid from the public grant on con-

dition of inspection, that no authoritative interference was implied therein, by which they could at any time be called upon in any way to alter their mode of managing and conducting their schools.

I have never understood that it could have been directed or intended to restrain the inspector from the expression of his opinion upon what fell under his observation in the course of visiting such schools.

I have already stated that it has been my wish and endeavour to abstain as far as possible from voluntarily obtruding my observations upon what appeared defective; and if I have "repeatedly suggested alterations both in discipline and management," it has been, I believe, in almost every case on the invitation of those who have been anxious to consider the means of giving greater efficiency to their schools.

6.—It is urged that, notwithstanding the especial resolution of their Lordships (communicated in the letter of their Lordships' secretary to the society, of February 8, 1841) in reply to that portion of the Society's Memorial which complained of this interference, in which it was distinctly promised, "that when inspectors, on the invitation of the committees and managers of schools, make suggestions to them respecting the discipline and management of their schools, those suggestions shall be communicated to the British and Foreign School Society, and their Lordships will request their co-operation in recommending to the approbation of the local committees such of the inspectors' suggestions as their Lordships may approve," no such recommendation has ever been made.

The above resolution of their Lordships was duly communicated to me, and I submit that the course taken by me has been substantially in compliance with it.

The defects which I have noticed in many of the schools in question have been of a very similar character, and, in my opinion, referable to the same general principles. The suggestions which I have made for their amendment have also been of a uniform character. I deemed it most convenient, and no deviation from the intent and meaning of the above resolution, to embody in one report my observations on the defects I had observed, and such suggestions as I believed might lead to their correction. This report was, immediately after its presentation to the Committee of Council, communicated by their Lordships to the Committee of the British and Foreign School Society.

Had I followed the contrary course, that of transmitting a detailed report of each school, specifying its particular defects, and also every step that appeared desirable for its amendment, I should have been compelled to much needless repetition.

Moreover, as the reports of the inspectors (being laid before

Parliament) become public, the minute specification, in such reports, of all the defects which I found to exist in certain schools, appeared to me undesirable, because such minute descriptions would have rendered the identification of the school easy, and would thus probably have led to a result which I have been anxious to avoid, namely, that of drawing the particular observation of the neighbourhood upon defective schools, to their certain injury, although probably those with which they may be in competition can claim no higher merits.

My report, since its presentation to their Lordships, having been the subject of correspondence between their Lordships and the Committee of the British and Foreign School Society, I apprehend it cannot be considered that the time has arrived when their Lordships could request the co-operation of the society's committee in recommending to the approbation of the local committees such of the inspectors' suggestions as their Lordships may approve."

7.—I am equally surprised and concerned to learn that in the opinion of the Committee of the British and Foreign School Society, all my proceedings "have had a tendency to depreciate the services which the British and Foreign School Society has rendered to elementary education," and to limit the influence of the society.

I entertain great respect for the services which the British and Foreign School Society has rendered to elementary education, and for the great exertions it is now making.

I have been compelled to notice many marks of inefficiency in certain schools in connexion with, or on the principle of, that society.

I have in each case taken every precaution in my power to satisfy myself of their reality; and in bringing them to the notice of the Committee of Council on Education, I have made such comments upon them as my judgment dictated.

I presume it could not be the wish of the Committee of the British and Foreign School Society that I should have suppressed the mention of those defects when they seemed to me to require comment.

Neither could I permit myself to believe that the society could consider its legitimate influence endangered by a communication calling the attention of the local committees to defects in their schools, for which they alone, and not the parent society, can be held responsible.

It would rather appear that opportunities would thence be afforded to the parent society to strengthen its influence, by leading the local committees to a closer examination of such alleged defects; and thereby contributing, perhaps, still fur



ther, to the progressive improvement of the elementary education of the labouring classes.

I very much regret that the course I had taken in reference to schools considered by me "as particularly deficient, that of exposing their supposed deficiencies without giving either the name or locality of the school thus condemned" should have been deemed by the committee of the society to be in an especial manner calculated to depreciate the services, and limit the influence of the parent society, by throwing upon it, and upon the methods it sanctions, the reproach of schools over which it may have no control, nor have been able to exercise any influence.

My chief motive for suppressing the names of such schools, while I commented upon what seemed to me their deficiencies, was that already adverted to in paragraph 6, namely, a consideration for the interests of those schools, and an apprehension lest, by the mention of their names and localities, I should do an injury to the conscientious and well-intentioned men who conduct them, or discourage the efforts of local committees for their improvement.

I venture, my Lord, to entertain the hope that the above observations on the several points to which my attention has been called will prove satisfactory.

I have, &c.,

(Signed)

SEYMOUR TREMENEERE.

*The Right Hon. Lord Wharncliffe,*

*&c.,*

*&c.,*

*&c.*

SIR,

Council Office, 18th March, 1843.

I HAVE not failed to submit to the Committee of Council for Education the extracts from the minutes of the committee of the British and Foreign School Society of February 11th, 1843, which you were good enough to forward to me in your letter of February 13th.

I can, with the strictest truth, assure you that the Committee of Council have considered those extracts in the same spirit with which all the previous communications between them and the British and Foreign School Society have been received, and I have great satisfaction in stating that there is nothing in the resolutions contained in these extracts which appears to the Committee of Council to be of a nature to prevent the continuation of that friendly connexion and intercourse between them and the British and Foreign School Society which are in every point of view so essential to the progress of the elementary education of the people.

With that impression it does not appear to the Committee of Council that it is desirable to enter into any discussion upon

some of the matters referred to in these resolutions, as "violations both of the spirit and letter of the terms of inspection originally required by the Committee of Council, and agreed to by the committee of the British and Foreign School Society," nor to the complaints which they contain as to the conduct of the inspector in the performance of his duty hitherto in certain particulars. The Committee of Council will merely say that they did not admit that there have been such violations, if all the circumstances of the cases mentioned are taken into consideration, and they are satisfied that although the inspector may, in some particulars, not have been sufficiently careful to avoid what might give rise to misinterpretation, it has been his anxious desire to do his duty with a view to the best interests of the schools submitted to his inspection, consistently with that independence which is essential to the office of an inspector, and that nothing has been further from his intentions than to do anything which could weaken the connexion between those schools and the parent society.

As, however, the Committee of the British and Foreign School Society have in their resolutions pointed out certain particulars with regard to the description of persons by whom the schools in connexion with that society have been at certain times and in some places inspected, the Committee of Council will give such directions as shall obviate in future all possibility of any complaint of that sort.

The Committee will also take care to give such further instructions to the gentleman who is employed to inspect the schools in connexion with the British and Foreign School Society as will remove any fears which may exist of a wish on the part of the Committee of Council for Education to weaken that connexion, and they will more especially direct his attention to the terms of the resolution of the Committee of Council of August 17th, 1839, as to the examination into the religious instruction given in those schools.

The Committee of Council observe that in the fourth resolution contained in these extracts, the committee of the British and Foreign School Society state, that "they cannot consent to the introduction of a covenant in their deed of trust, conceding to the Government the right in perpetuity of inspecting the model and normal schools of the British and Foreign School Society, as a condition of the 5,000*l.* already made, or of any future grant, but that they are willing to admit the introduction of a clause allowing the right of inspection until the committee of the society, on due notice, shall see fit to decline the same, whereupon the committee shall become liable to repay the said 5,000*l.*, on the same being demanded by the Government."

The Committee of Council have also considered the third

resolution, which states the grounds upon which the Committee of the British and Foreign School Society found their objection to the introduction of the covenant referred to in the fourth resolution; and although they are unwilling to admit any change in the mode of appointment, or the continuance in office of the inspectors of British Schools, they are disposed to afford to the British and Foreign School Society such security that the inspection will not be exercised in a manner injurious to its prosperity as may appear consistent with the stability and independence of the inspection. They are therefore willing to agree to the introduction into the deed of trust of a clause such as has been suggested by the Committee of the British and Foreign School Society.

The Committee of Council, however, hope that this clause may be so settled as to prevent what they most earnestly deprecate, namely, the breaking off the connexion between the Committee of Council and that of the British and Foreign School Society in too sudden a manner, and under impressions which probably might be removed by explanations given and received in a frank and friendly spirit.

I have also great pleasure in announcing that the Committee of Council have, in the hope that these discussions are now at an end, determined upon appropriating from the funds at their disposal an annual sum of 750*l.* towards the expenses of the normal and model schools of the British and Foreign School Society in the Borough-road, upon certain conditions which will be communicated to you.

*Henry Dunn, Esq.*

I am, &c.,  
(Signed) WHARNCLIFFE.

MY LORD,

British and Foreign School Society,  
13 April, 1843.

I AM instructed by the Committee respectfully to acknowledge the favour of your Lordship's communication in reply to the resolutions of the committee, and to express their obligations for its contents.

I have, &c.,

(Signed)

HENRY DUNN, Secretary.

*The Right Hon. Lord Wharncliffe,*  
*&c. &c. &c.*

MR DEAR SIR,

Wortley Hall, Sheffield,  
Nov. 30, 1843.

Upon further consideration of what passed between Mr. Forster and you and myself, on Monday last, I think it desirable, that you should be able, at your meeting with your Committee, to state to them exactly what the course is, which the Committee of Council propose to pursue, with regard to the appointment of Inspector of Schools connected with the British and Foreign School Society. I therefore, for this purpose, refer you to pages 19 and 20 of the volume of the Committee of Council's reports for 1839-40, containing a letter from Mr. Gordon, Secretary to the Education Committee of the Church of Scotland, and the answer of the Committee of Council upon the subject of the appointment of Inspectors for the schools in connection with that Church. Those are the precise grounds upon which we are desirous of placing the appointment of Inspectors for your schools, and no Inspector for them will be appointed without the full concurrence of your Committee.

I earnestly hope that that Committee will be convinced, by the proposal of the Committee of Council to adopt that course, of their anxious wish to do every thing they can, consistently with their duty, to satisfy the British and Foreign School Society upon this important subject.

I am, &c.

(Signed) WHARNCLIFFE.

*Henry Dunn, Esq.*

British and Foreign School Society,  
Dec. 12, 1843,

MY LORD,

I am desired by the Committee gratefully to acknowledge your Lordship's kindness in favouring Mr. Forster and myself with the opportunity of frankly stating the views of the Committee, relative to the inspection of Schools by the Government Inspector; and further to express their obligations for your Lordship's favour of the 30th November, relative to the appointment of an Inspector of Schools connected with the British and Foreign School Society, in the room Mr. Seymour Tremenhoe.

The Committee, in conformity with your Lordship's request, have had under their special notice pages 19 and 20 of the volume of the Committee of Council's reports for 1839-40, containing the correspondence between Mr. Gordon, Secretary to the Education Committee of the Church of Scotland, and the Committee of Council, upon the subject of the appointment of Inspectors for the Schools in connection with that Church; and they are especially grateful for your Lordship's explicit assurance

that "no inspector" for the Schools of the British and Foreign School Society "will be appointed without the full concurrence of the Committee."

Under these circumstances they trust that the difficulties which have hitherto arisen, in the inspection of British Schools, will not again occur. At the same time they feel that such is the degree of alarm now felt throughout the country, lest the exercise by the Government of the right of inspection in perpetuity over a large number of schools, should at some future day be found to prove injurious to Institutions supported by voluntary contributions, that they fear the public will not be found willing to avail themselves so extensively as might otherwise be expected of the benefit designed to be conferred by the Government, unless some provision is made for securing the complete independence of the schools thus inspected.

I have, &c.

(Signed) HENRY DUNN, Secretary.

*The Right Hon. Lord Wharncliffe.*

§c. §c. §c.

## REPORT ON SCHOOLS OF INDUSTRY.

By SEYMOUR TREMENHEERE, Esq.,

*Her Majesty's Inspector of Schools.*

SIR,

London, March 20, 1843.

THEIR Lordships, recognizing the useful tendencies of those schools for the working classes in which a portion of time is occupied daily with appropriate manual labour, were pleased to accede to the wishes of the supporters of a few such schools, that I should visit them and record my opinion as to the success which had attended their endeavours to exhibit that principle in operation. I was permitted at the same time to avail myself of that opportunity to visit, with the consent of the persons most interested in them, a few other similar schools, situated, like the former, chiefly in agricultural districts, in which more or less satisfactory approximations have been made towards this arrangement of time and variety of employment.

It will, I believe, conduce to the clearer understanding of the remarks which I shall deem it right to make on these several schools if in the first instance I notice, very briefly, some few important educational establishments in which industrial work has been introduced into the daily routine. Some of these indeed are not designed for the education of precisely the same class of pupils as the schools which will form the subject of this Report, but the principle pervading them is the same. It, therefore, may not be without benefit to the supporters of some of these schools if, for the sake of comparison and illustration, I take this opportunity of bringing together a few particulars relating to institutions in which the same principles have long been acted upon with success.

It is sufficiently well known that the establishment whose example has given the chief impulse to the application of the industrial principle in schools is that of M. de Fellenberg, at Hofwyl, in Switzerland. That principle pervades the whole of the remarkable institutions of which he has been the originator. Even in the high school, for the children of the upper classes of society, the pupils are encouraged to exchange occasionally the sedentary duties of the school-room for occupations of manual labour. The calling forth, and giving a proper direction to all the faculties with which we are endowed, the building up, as it were, systematically and simultaneously, the whole bodily and mental constitution, together with a watchful care over the right regulation of the moral character and conduct, are the distinguishing aims of M. de Fellenberg as an educator. Therefore, alternating with the hours of study, not only the manly exercises of fencing and gymnastics, and the ordinary cheerful and active sports, but manual occupations of an apparently humble kind, yet not without their

practical utility, such as cabinet-making and gardening, are placed in their way, and have stated time allotted to them.

It is, however, in the middle or agricultural school that manual labour in the workshops, the garden, or on the farm, occupies, as might be expected, the prominent place.\* The boys of this part of the establishment are generally the sons of small farmers and others in moderate circumstances, and a considerable portion of time is therefore given to practical employments, especially to the details of a judicious course of agriculture. But the same enlarged principles of education which regulate the upper school preside also over this; and while the industrial labours of the day strengthen the body, improve the manual skill, and teach the application of much that is learnt in school, they promote also the higher objects aimed at, the improvement of the character, and the culture of the mind. Their school instruction is appropriate to their sphere in life, and especially designed to cultivate an enlightened observation of nature. They are made acquainted with the geological structure of the earth, its connexion with the growth and nutrition of plants, the principles of vegetable and animal physiology, and other analogous and equally useful subjects. They are thus not only furnished with intellectual resources which put a new life into mechanical labour, but, become possessed of an invaluable guide and assistant in all their future employments, in a sound knowledge of the principles by which they should be directed. Having also in this manner become habituated early to a careful consideration and analysis of facts, and to the wide deductions and enlarged views that thus arise from them, they will always hereafter be ready to comprehend and profit by whatever practical suggestions the progress of knowledge may from time to time bring forth. A small portion of time is also given to drawing, singing, and the elements of history, not as mere accomplishments, but as tending to raise the mind, to promote innocent enjoyment, and to confer as much refinement of taste as may not be inconsistent with simplicity of manners. The spirit of Christian benevolence diffused through the whole routine and management of these institutions, by their founder and his fellow labourers, can scarcely fail to have conciliated the regard of all who have watched their progress. The influence of their example, both in regard to general views respecting education and as to many of its practical details, has long since been felt and acknowledged in most of the countries of Europe.

M. de Fellenberg has hitherto had but few imitators in this country in respect to that portion of his arrangements to which I at present more particularly refer, the union between in-door in-

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\* The most recent, and I believe the fullest, account of Hofwyl is given in "Letters on the Educational Institutions of De Fellenberg, with an Appendix, containing Woodbridge's Sketches of Hofwyl, reprinted from the *(American) Annals of Education*," Longman, 1842.

struction and out-door work, as concurrent processes in the education of those especially whose future lives are to be devoted to actual labour, or to the superintendence of labour, in the field or elsewhere. In Ireland, the Agricultural School at Templemoyle, near Londonderry, was founded, to a certain extent, after the model of Hofwyl,\* and has for some years past carried out its plans with success. It appears from the last Report of the society, that several other establishments of a similar kind, are likely to spring from it. Industrial schools enter largely also into the comprehensive plans of the Commissioners of National Education in Ireland, and a commencement has been made towards setting them on foot. The school at Templemoyle was opened in 1827.

"It derived its origin from the North-West or Ireland Society, many of whose members had experienced the great difficulty and expense that attended all their attempts to improve their property, and the frequent failures that arose from their tenants not being capable, from their education, to appreciate their exertions."—(Report for 1841.)

Between the date of the opening of the school in 1827 and August 1840, it had numbered 418 pupils. They are taught the most approved principles and practice of farming in all its details. Their school instruction embraces, among other things, "geography, book-keeping, as applicable not only to agricultural but commercial accounts, Euclid's Elements, algebra, trigonometry, with its application to heights and distances, and land surveying, together with the use of the water-level, theodolite, and chain." . . . "Of the pupils, one half are at their studies in the house while the others are pursuing their agricultural instruction out of doors, and those in schools in the morning work on the farm in the afternoon; so that in-door and out-door education proceeds *pari passu*." The results are stated to be that those who have passed "a sufficient period at the seminary to have obtained all the advantages it affords, prove by their talents and conduct the incalculable advantage it presents to that class of the population to which they belong." The whole account of the present state of the establishment, in the report above quoted, is so satisfactory, that as it is not generally accessible, I have added some further extracts from it in the Appendix, under the impression that it may be advantageously referred to by many supporters of schools in the rural districts in this country, who may be anxious to render them conducive to raising the intelligence, and promoting the best interests of the agricultural population.

The measures taken by the Commissioners of National Education in Ireland, with the same object, and after a similar plan, are on so large a scale, and throw so much valuable light on the subject now in hand, that I deem it expedient, as their published

\* Report of the Agricultural Seminary at Templemoyle, Londonderry, 1841.



reports are probably not in the possession of many persons in this country, to introduce here some passages from them, illustrative of the views of the board, and showing the progress made towards carrying them into effect. Their Report for 1837 gives the following outline of their plans as to industrial schools :—

“ Sect. 14. We intend that our normal establishment (in Dublin), which we hope will be completed in January next, shall consist of two departments—one for elementary, the other for scientific instruction ; and that the latter shall teach in particular those branches of science which have a practical application to husbandry and handicraft. We also propose having a school of industry in the immediate neighbourhood of Dublin, with work-rooms, and a farm of from 40 to 50 acres annexed to it ; and that those who attend it shall be practised, at stated times, in different descriptions of manual work, and in the general business of agriculture.

“ Sect. 15. Our object is not to teach trades, but to facilitate a perfect learning of them, by explaining the principles upon which they depend, and habituating young persons to expertness in the use of their hands.

“ Sect. 16. Considering, too, the very backward state of agriculture in Ireland, and that it forms the only source of employment for a vast portion of the labouring poor, we think it particularly desirable that a better knowledge of it should be promoted ; and that the schools under us should tend, as far as practicable, to bring forward an intelligent class of farm labourers and servants.

“ Sect. 17. We intend that the whole of those who may be from time to time received at our normal institution, from different parts of the country, shall be boarded and lodged, and at stated times instructed, at the School of Industry.”

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The Report then states the intention of dividing Ireland into 25 school districts, and placing a model school in the centre of each ; the model school to consist of two departments, one for elementary teaching, the other for scientific, and for instruction in manual occupations ; to have “ a work-room annexed to each, and also a portion of land, which those children, whose parents may so direct, shall be taught to cultivate.”

The Report of 1838 speaks of the teachers in training at the normal establishment being boarded at the model farm at Glasnevin, in the immediate neighbourhood of Dublin, and that “ they will attend, upon five days in the week, at the training and model schools of the Commissioners, where lectures are delivered on different branches of knowledge, and where they will be practised in the art of teaching. They will receive instruction at home, particularly in agriculture, upon each evening, and they will attend on Saturdays at the farm, which is conducted under the directions of the Commissioners, and where they will see theory reduced to practice.” The reports of 1839 and 1840 refer to the successful operation of these combined establishments, though still in their

infancy, and that for the latter year recurs to the intention to assist in the establishment of the 25 model agricultural schools, in compliance with many local applications for aid towards that object. The same document also contains "an epitome of the instruction given to the agricultural pupils and to the masters in training connected with the agricultural department," which I add in the Appendix. "It will be seen" (in the words of the Report) "that it is altogether of a practical character, and regulated with special reference to their future pursuits in life." I am indebted to the manager of this farm for the following observations upon its results, according to the experience obtained up to September, 1842:—

"We are doing an immense good through the different parts of Ireland by this course. A great majority of the teachers are the sons of small farmers, or of cottiers and labourers, who have been early taught to work at the common practical operations in their neighbourhoods, and they only require skill, method, and science to direct their energies into their proper channels. All the teachers are more or less clever men, are exceedingly easily taught, and of all their studies while here, they take most delight in this. When they go home to their respective localities, they instruct and enlighten the neighbouring farmers, they lecture to their scholars, and in many instances acquire small farms where they are practising the new and superior methods of cropping and culture with great success. We have exceeded our most sanguine expectations in this point. No farming or other society has the same means of disseminating this important knowledge so rapidly or so widely. In a very few years our 2400 teachers will have been trained, and will have carried their knowledge into every part of the country; the rising generation will acquire a taste and a knowledge of the thing unknown and unregarded in former times and other countries; and I hope in a short time we shall be able to change the face of Ireland and the condition of her people, and convince statesmen that no system of national education is suited to an agricultural country which omits or overlooks this great and most important point."

On the application of this principle of combining instruction and industry in their schools generally, the Fourth Report of the Commissioners (1837, § 28,) has the following passage:—

"It is our intention gradually to divide the national schools in general into two classes, the one to consist of primary, the other of secondary, schools. The primary schools to afford elementary instruction; the secondary, scientific, and instruction also in manual occupations. A portion of land for garden husbandry to be an indispensable adjunct to each secondary school, unless situated in a city or town. Instruction, however, in manual occupations to be encouraged in the primary schools also; and a female department, under a female superintendent, to be annexed to each. The females to be taught work suited to their sex, in addition to reading, writing, and arithmetic."

I have been desirous of succinctly recording in this place the present state of ideas and practice elsewhere, in respect of schools

uniting manual labour with ordinary instruction, as I believe it to be the readiest and most effectual mode of bringing before the supporters of the schools, on which I am about to comment, their true position and character, as instruments in aid of the moral and physical improvement of the agricultural population.

Very few such schools have yet been set on foot in England. Those that exist appear to have had in view, and to have desired to meet, two main difficulties in the way of effectual education for the children of the agricultural labourer; first, the objection of the employer, that if a boy remains long at school, he is unfit for out-door work; secondly, that of the parent, who pleads inability to keep him at school beyond the moment when he can contribute to the earnings of the family. It is urged by the farmer that the occupations of the field require a child to be early habituated to them, and that his skill, strength, and inclination for the work suffer if each trades at school beyond the time when he can be made use of the rest of it. It will not be disputed that the old style of village school afforded much justification for this complaint. Close and irksome confinement during six hours of the day was repaid by little more than a slow and painful progress in the veriest elements. Neither the mode of teaching nor the ability of the teacher was calculated to awaken and improve the faculties of a child, and make him more apt to turn his mind and hand to the work required of him in the usual country employments. Of the little that had been learnt at school, a very small portion would be retained after the lapse of a few years, and that portion too scanty for any real use. Common experience, therefore, showed that what was of real use to the boy as an agricultural labourer was gained in the field solely by practice and observation in the routine of daily work, and that the sooner he begun this course of practical training the better. But the case would be altered if the school of the agricultural labourer's child were one in which good teaching would bring him, without needless delay, through the earlier elements, and would proceed to open his mind, to cultivate his powers of observation, to give him some understanding of the works of Nature, and some knowledge of the principles of common arts and processes, such as it would be useful to him to be conversant with; still more if he was also exercised daily, out of school hours, with the spade and the hoe, and in all the details of garden-work, under skilful direction; or, in wet weather, with various kinds of handicraft applicable to country life.

It might reasonably be expected that such a school would recommend itself to very favourable consideration; that employers would be disposed to recognize in it an instrument for producing an intelligent and useful class of labourers; that they would, therefore, cause the children of their neighbourhood to be withdrawn from it as little as possible for occasional work, and favour

their return to it for a full and sufficient period. I shall have occasion to mention instances where these results have occurred in relation to some of the schools now about to be noticed. The pecuniary difficulty on the part of the parent is also met to a considerable extent in some of these schools by the money return made by each boy from his plot of garden-ground. The amount will, of course, vary with its size, the quality of the soil, vicinity to a market, and the skill and industry with which it is managed. I have found it range from a net profit of 12*s.* to 30*s.* per annum, I believe in general fairly earned, and allowing for deductions for a proper rent, for seeds, manure, the loan of tools, &c. Where the situation does not afford a market, the contributions in kind to the domestic stock will, to a certain extent, make up to the parents for what might have been earned by the child at day labour. They will, probably, be also not indisposed to appreciate the direct benefits likely to arise to their children from an early acquaintance with the best mode of managing a garden, from the habit of keeping regular and accurate accounts of the cost and return of their crops, under the eye of the master, and from practice in handling the various implements in common use. The moral advantages also will not be unobserved. By these several considerations, therefore, it may be expected that the disposition of the parent to remove his child prematurely from school will be weakened, and time gained for a really fruitful instruction to fasten itself on the young mind.

Though somewhat more difficult of application in large towns, the principle of the School of Industry is not less suitable to them than to the country. As in ordinary girls' schools a portion of every day is occupied with the needle, so in the boys some opportunities might often be afforded for manual work of various kinds, not so much with the view to teach trades as "to facilitate a perfect learning of them, by explaining the principles on which they depend, and habituating young persons to the use of their hands." (Irish Report for 1837.) Garden-ground also, for the purposes of the school, might frequently be obtained near the outskirts of a town, the school itself being near its populous centre. The school and the school allotments at Tunbridge Wells are thus relatively situated: In the larger towns, with crowded populations, the change from the school to the garden would be attractive and beneficial. But neither in town nor country can many instances of the satisfactory application of these principles yet be cited. The few that I have had an opportunity of examining attentively are the following :—

*Winkfield, Berkshire.*

This school was established in 1835 for 50 boys and 50 girls. The building consists of a house for the master and mistress, two schoolrooms, a workshop, shed, &c. It is surrounded by two

acres of garden, to which two more acres have been lately added, to be also cultivated, by the master and the boys, with the various agricultural crops, according to the most approved method and rotations. The industrial work originally projected for the boys was gardening, the use of carpenters' and joiners' tools, basket, and mat-making; for the girls, the usual needle-work, washing, ironing, cooking, and the common household employments, under the direction of the mistress. The manual instruction of the boys in the workshop has been hitherto of a limited kind, but the garden presented very satisfactory evidences of their skill and industry. It is cultivated in common, with the exception of small plots about 12 feet square, which belong to the boys, and of the produce of which they keep a debtor and creditor account. The produce of the rest is sold to persons who take it off to market, and the proceeds are carried to the general account of the establishment. The crops were abundant, and more varied than it is usual to see in common gardens. Something was found to fill up every space, and to suit every spot—either one of the ordinary garden crops, or some of the useful herbs, or some kind of plant or flower; and thus a lesson of considerable use to a cottager is early communicated, in the habit of making the most of even the smallest portion of ground, however apparently unpromising. The practical instruction, and the valuable example, of which the pupils here have the benefit in their garden-work, will be greatly extended when the agricultural operations commence, in the field just added to the establishment. They will then enjoy the further advantage of pursuing all the details of the most skilful husbandry, under the same good guidance, namely, that of the benevolent originator of this institution, the Rev. W. L. Rham, so well known as an accomplished agriculturist. The school will indeed from that period be able to offer to the children of the agricultural labourer a course of practical training in garden and farm management of no ordinary excellence. But unless the intellectual instruction of the classes proceeds beyond what it is at present, it will be far in the rear of the point attained by the department of industry. The only books used are the Bible and Testament, and small publications on religious subjects. There are no maps, no school library, no apparatus for any general instruction calculated to open the faculties and improve the mind. The garden work would seem to invite familiar lectures on the simple points of natural history, which would lend a new interest to labour. Every additional acquirement would both encourage and enable the child to retain after leaving school what he has gained while there, and thus preserve him from that vacuity of mind and want of intellectual resource which tends to plunge him into gross vice, and to depress his general condition. I would venture also further to remark, that more especially might the standard of instruction be usefully raised in this school, because

there is in the same parish an old endowed school of a superior class, for which this school of industry and agriculture would serve as an apt preparative. It would seem that nothing more appropriate to the wants of an agricultural neighbourhood could be desired, than the united action of two such schools as these ; the one combining cheerful, skilful, bracing labour, with such able teaching as, after carrying the child through the common elements, should open his faculties, nourish his intellect, and fix sound religion in his heart ; the other affording opportunities of instruction of a somewhat higher kind, such as is usually sought for in schools of an intermediate class. In this neighbourhood it would appear that a development of the old means provided in earlier times would go far to place its education on a footing with the requirements of the present day. Removals from the lower to the endowed school now occasionally take place, not, however, apparently to much more extended opportunities of instruction. Both schools are under the superintendence of the clergyman of the parish. He had observed that, as regarded the School of Industry, no disadvantage arose from giving only four hours in the day to school work, the remaining four being occupied in manual employments. The general discipline was mild ; and an air of cheerfulness seemed to prevail. The school is visited almost daily by members of the committee ; the girls' school in particular ; an advantage that cannot but be felt in the improvement of the ideas, manners, and habits of the children. One regulation I cannot forbear to notice as objectionable : it has been seen that the proceeds of the produce of the garden are carried to the common funds of the establishment. After providing for the current expenses, a sum is annually distributed among the children in rewards, amounting last year to 21*l*. Tickets are given during the course of the year, for good conduct ; two are given on Sundays for attendance at church. According to the number of tickets accumulated by each child, various presents are made in clothing. The intention plainly is, to remunerate the children for their labour bestowed on the garden, and at the same time to reward them in proportion to their good conduct. It would probably obviate the appearance of appealing merely to an inferior motive to secure their attendance, if a clear account were kept of the value per hour of each boy's labour, and the amount paid to him at stated times, subject to deductions for irregularity of attendance, want of diligence, or any other just cause.

This school has received aid from the public grant. Being situated near Windsor, it enjoys the highest patronage. It is also liberally supported by subscriptions. It may therefore be safely presumed that there can be but one wish regarding it, namely, that it should be placed in a position of the highest efficiency,

as a means of improving the minds and characters of those for whose benefit it is designed.\*

*Ockham, near Ripley, Surrey.*

These schools were opened in 1836. The buildings, somewhat considerable in extent, and of very pleasing architectural effect, stand in an enclosure of between three and four acres. They consist of master's house, boys' school-room and lecture-room, mistress's house, girls' and infant school, workshops, play-sheds,

\* The fortunate juxta-position in this parish of an old-endowed and a modern industrial school, naturally suggests in this place the remark, that no better service could be rendered to the cause of general improvement than the rescuing the old endowed grammar schools out of the state of neglect and inefficiency into which so many have been allowed to fall. Not the least among the hindrances to the progress of elementary education is the want of proper instruction, and the consequent prejudices, in the grade above the labouring class. It is to this grade of the community that the old grammar schools, if placed on the footing required at the present time, would be of the greatest service. They declined, partly perhaps, because of the narrow scope of instruction to which they confined themselves. Under enlightened and regularly educated masters, which their endowments might be expected to assist in securing, the education offered in them would omit nothing that was useful, in the limited practical view, to those about to be engaged in commercial pursuits, and in the innumerable ramifications of our national industry. But it would also take a wider range: while it furnished the mind with the homely and essential instruments of daily use, it would aim at enlarging and improving it in a higher sense. The power of doing so with effect can obviously belong only to a master who can command the stores of a well-cultivated mind, and has also learnt the art of using them. It is such a one alone who can rise above the mere mechanism of teaching—can call forth all the latent faculties of his pupils, and raise them towards the level of his own. Such a one will see in the world around him some of the most important subjects on which to found his instruction, and will lead the young mind to test, by the true spirit of Christianity, its various acts, responsibilities, and duties. Imparting fully and effectually the principles of our common faith, together with all that usually comes under the denomination of the useful branches of instruction, such as are suitable especially to the pursuits and exigencies of the middle ranks of life, he will not overlook another important portion of his duties, that of raising and regulating the character, through a due cultivation and development of the moral sentiments, and a watchful superintendence over the habits and conduct. To this end he will do what, in the generally over anxious desire to convey a mere knowledge of material facts, is too often omitted—he will open the stores of high and generous example, which history, ancient and modern, contains, to warm the mind of youth, to raise the thoughts of age, and to invite imitation. The effect of not familiarizing the mind of the young with instances of this kind, inspiring a sympathy with generous natures, awakening admiration for acts of magnanimity and self-sacrifice, and kindling a love of country, is to produce a distrust of the existence of any such motives, and therefore to obstruct and discourage in many ways the cause of public improvement. The revival of the study of Latin by the middle classes (better taught, however, than it was wont to be) in the endowed grammar schools, could not fail to be desirable, if not alone for the sake of the stores which it opens, so illustrative of human character, “and the great science of civilized man,” at least for the strengthening of the faculties which its study occasions, and the refinement of taste and accurate knowledge of language which results from it. The domain of imagination, through an acquaintance with our best poetry, is also, I believe, far too little cultivated in the ordinary middle and common day-schools. But neither the one nor the other can be raised to their proper grade, as instruments of civilization, except by a class of masters duly qualified for the arduous task. [See some valuable remarks on the national importance of general, in contra-distinction to limited or merely professional, Education, in the “*Guesses at Truth*,” Hatchard, 1827. Vol. ii., p. 38.]

&c. The land is cultivated by the boys. Their own allotments are from 10 to 20 rods each, with a small plot for flowers. About an acre and a half is appropriated to the master, and the same quantity to nursery-beds for plantations. The boys also keep in order the borders of shrubs and flowers near the buildings. Ample space is left among these for play-grounds, which are furnished with gymnastic apparatus. The workshops are provided with carpenters' tools, a turning-lathe, and materials for basket-making. The cost of this establishment is borne by the Earl of Lovelace, on whose property it is situated. Its primary object has been the benefit of the labourers' children of the neighbourhood. The master has been allowed to give a slight extension to the original plan, by admitting a few boarders, chiefly farmers' sons. These work on the land with the rest, and receive instruction in the same school-room. The scientific acquirements of the master enabled him to add, to the usual school lessons, occasional lectures on interesting and useful subjects, which are attended in the evening by a part of the day-scholars, and by labourers as well as the occupiers of land and others. The subjects have been the human body, geography, electricity, the elements of chemistry, singing, &c. He appropriates two hours and a half on Thursday evenings to the gratuitous instruction of lads and adults, who have not attended day-schools, or have profitted little by them. In addition to reading, writing, and ciphering, he gives them a little general information by means of lessons on objects: about 25 attend. His services are also sought for as a lecturer in the neighbouring parishes and elsewhere.

A small chemical apparatus, an arranged geological collection, a box of specimens of the materials of manufactures, &c., various contrivances for illustrating natural history and philosophy, enable him to give a very useful turn, and a practical application, both to his lectures and to his lessons, to the more advanced classes of his school. He appears to pay due attention to the garden culture, and the out-door and handicraft work, and if he should be able to exhibit the best practice on his land, in regard to rotation of crops and general management, he will probably extend still further among the neighbouring occupiers an interest in acquiring some insight into the scientific principles, which are capable of so materially benefitting and advancing the art which they profess. The books and apparatus, and the table of routine, showed that much might be learnt that was good and useful. On the whole, the conception and design of this school has much that invites approbation; insofar at least as relates to the alternation of mechanical and intellectual employments, and the ample provision for both; also, as regards the restoring to the parochial or local school the principles that once pervaded so many of them,—that of uniting in the same class-room the children of the farmer, the tradesman, and the labourer, to their great mutual advantage;



the one benefitting by the opportunities of superior instruction provided for the former, the former learning to understand, respect, and regard his humbler school-fellow and neighbour.

Of the execution of this design, in the department of instruction, I had not, perhaps, at the period of my visit, a fair opportunity of judging, as the numbers present were small, from some temporary cause; but from the backward state of some of the day-boys, I should conjecture that they had not received a due degree of accurate attention. Fifteen were present, seven had been from two to three years at the school; eight from three to nine months. The ages of the former were from eight and a-half to ten and a-half years. Four of these had learnt no ciphering at all, the remaining three were only in simple addition. None of them could read a line of their small reading-books with correctness; their writing also was very imperfect. This is a result which could scarcely have happened, under proper care, with seven boys out of fifteen, all due allowance being made for occasional irregularities of attendance. The eight who had been at the school from three to nine months were equally backward for their age. Those who were absent were said to be more advanced. The progress of the boarders appeared to be respectable. An exact register\* of attendance and progress would enable persons locally interested in the school to see its condition at a glance, and would exhibit at once to the boys themselves, or to their parents, the effects of inattention or irregularity. Nothing of this kind appears to have been here in use. An additional means of weakening the disposition to withdraw their children from time to time from school, capriciously, or for the most trifling payments, is often found in the habit of keeping an accurate account with each child, of the school fees paid on the one side, and the net receipts from the plot of garden on the other. It might also be suggested that each boy who worked upon the ground of the establishment should be entitled to a money payment, in proportion to the number of hours per week that he was so employed, and at the current rate of wages according to his age. From this would be deducted a reasonable proportion as school-fees, and for the loan of tools and working-dress. At all events, it is desirable that a clear account should be kept of the value of the work done by each boy, in order that those, for whose sake so much annual cost is incurred beyond any returns, should know precisely what they contribute towards it in the shape of the labour of their children, and by making that contribution readily and cheerfully, show a right spirit of co-operation, and an appreciation of the benefits thus placed within their reach. For want, also, of a rigid account of the hours occupied in the workshops, it is probable that time and labour are frittered away. The

locality of this establishment is so favourable, and the provision for the general improvement so ample, that it is to be regretted that any obstacles should exist, limiting its utility, and preventing its complete success as an important parochial institution.

*Lindfield, near Cuckfield, Sussex.*

Among the numerous benevolent efforts with which the name of William Allen is associated, the educational establishment at Lindfield holds a prominent place. The premises consist of a building for boarders, a school-room for day-scholars, who are taught after the manner of the British and Foreign Society, a girls' and infant school, workshops, out-houses, play-grounds, and about three acres of land. The day-schools were opened in 1825; the boarding department in 1834. The land is cultivated by the boarders, who also take a part in the household work. The characteristics of an industrial school attach therefore principally to this portion of the establishment. The labour of the boarders is applied, when required, to one of the adjoining farms in Mr. Allen's occupation, and a strict account is kept between the bailiff and the master of the school, of the time so employed, and the value of the work done. This is carried to the master's credit in his school account, and is reckoned as part payment of the cost of their board, lodging, and clothing; their actual payments in money being only 10*l.* a-year. A few are partly supplied with clothes by their friends. There is accommodation for twenty boarders. The numbers present were thirteen. They are allowed to cultivate the three acres of garden on their own account, the proceeds, after deductions for rent, &c., cost of manure, seeds, and loan of implements, being distributed among them. The attention paid by Mr. Allen for so many years to the best methods of managing land, and the scientific attainments as well as the practical experience he is able to bring to bear upon the subject, enhance the value of the opportunities of instruction here presented.\* The regulation and improvement of the moral character and conduct of the pupils is not less anxiously provided for. The master appeared well prepared for his work, by ability, education, and zeal. The books of the Irish Commissioners were used, with others, for the elementary processes. A school library, and various scientific and useful apparatus, encouraged a wider range of instruction. The school-hours are above five on an average, daily. The more advanced boys have an opportunity of learning something of land-surveying, mapping, and other matters especially useful to the grade of farmers' sons and superior mechanics, such as the elements of botany, the use of the thermometer, barometer, rain-gauge, &c. Lectures are also given by

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\* The scientific application of various manures appears to engage a considerable degree of care. The size and arrangement of the tanks were worthy of observation.

Mr. Allen, periodically, in the admirably furnished lecture-room of the establishment. The subjects have been such as are adapted to meet the wants of an agricultural neighbourhood, and also to spread a taste for intellectual pursuits. By aid of a very sufficient chemical apparatus, various analyses are performed of soils, manures, &c. The mechanical powers, the expansion of metals, the laws of friction on common roads, and the plans and mode of working of various machines, are exhibited by models. A galvanic battery, electrical machine, air-pump, magic-lantern, (used for illustrating vegetable physiology, and for all purposes requiring a magnifying power), a representation of the solar system, &c., contributed both to instruction and rational amusement. The boys of the day-school are encouraged to attend. I understood it to be under consideration, that the master of the boarders should give occasional instruction on special subjects in the day-school, in order that those who attend the lectures, might be prepared with a clear and accurate knowledge of elementary principles, and the language of science. The garden plots are not appropriated to the boys of the day-school. They are, perhaps, here in some respects less wanted, inasmuch as the ample and well-cultivated allotments, attached to the commodious cottages on Mr. Allen's property, enabled that portion of the agricultural population of the neighbourhood to live in comfort, and afford some funds for the education of their children. The illness of Mr. Allen at the period of my visit prevented my entering, with as much detail as I desired, into the entire working of this very promising establishment.

*School of Industry at Horne, near Eye, Suffolk.*

This school has been in operation as a school of industry since 1837. Forty boys and thirty girls are instructed gratuitously. A few others are admitted, the sons of small occupiers and tradesmen, at a moderate payment. The buildings include residence for master and mistress, school-rooms, work-room, and shed, &c. Small flower-gardens adjoin, kept in order by the children, and a portion of land is divided into garden plots, and cultivated by the boys. The school is favourably situated, near the church, and at the outskirt of the village. No other school of any pretension is near at hand. The more advanced boys who have from time to time wished to go beyond the limit of the instruction obtainable here, have sought it in the neighbouring town or elsewhere. This school, therefore, may be considered as an educational centre for the humbler classes, chiefly of the district immediately around, comprising a total population of about 1700, principally agricultural.

The books used in the ordinary school-work were the Bible and Testament, the books of the Edinburgh Sessional School, some numbers of the Instructor, and the small books of the

Christian Knowledge Society. Some of the boys were about 13 years old. In ciphering, the most advanced was in Practice. A little of geography was taught, chiefly that of England and the Holy Land. On Sundays, in addition to the Collects and Catechism, the services of the Church are explained. The books used for this purpose are "Sunday Exercises," by the Rev. B. Nicholls, "Slade's Explanation of the Psalms," and "Mrs. Trimmer's Explanation of the Collects." The Collect and a hymn are learnt out of school during the week. By a useful regulation, the school opens at 8 o'clock in the morning instead of the usual hour of 9. A due portion of the day is given to the industrial work and to relaxation. A very desirable arrangement also provides that the girls shall receive a part of their instruction from the master. The range of general information is rather limited for both; but the teaching seemed to be careful as far as it went. One very marked deficiency existed, that of not permitting the girls to learn arithmetic. Two of 12 years old, and one of 13, (all three likely to leave school very soon,) could not put down a common Addition sum. Six others, not much younger, were equally ignorant on this point. I fear a lingering feeling is here indicated, adverse to extending a liberal measure of instruction to the females of this class of life. It would be out of place to offer any comment on the ordinary reasons urged in support of a position which is now little prevalent, and seldom, I believe, maintained with much earnestness. Local circumstances may possibly here and there suggest inconvenient results, traceable, probably, rather to a partial diffusion of a scanty and imperfect instruction among the female portion of the humbler classes. It has ceased, however, generally to be a matter of question, that it is desirable to furnish with the common elements of useful knowledge those who are to be the future wives and mothers of the labouring population. The discipline and management of the school seemed such as was likely to exercise a beneficial influence. A lending library of 314 volumes, on religious and general subjects, circulated at the rate of about 800 volumes annually, in the two parishes, whose population is about 1700.

Two acres are divided into garden allotments, for which no more than farmers' rent is paid. Every boy keeps his own account-book of outlay and produce. Each is required to provide a load of manure for his plot; some collect or purchase more. Their profits upon the ten-rod allotments are, according to their books, from 10s. to 1*l.* per annum. In the management of their crops they are directed by the gardener. They take their account-books home with them, and it is not improbable that these afford occasional hints that are of use in domestic economy, and in the management of the cottage garden. Every plot of ten rods has a two-foot border of flowers; and all are required to devote a small portion of ground to sweet and savoury herbs. It was stated

that the farmers found the boys from this school "more tractable and handy," after this kind of training. The in-door industrial work was, according to the regulations, to consist of carpentering, mat-making, knitting, mending clothes, shoes, &c. The girls are employed in needlework, sewing and mending, knitting, and bonnet-making; the elder in household work, cooking, or washing. They are trained to regular, neat, and industrious habits of work, fitting them for household servants, wives, and mothers. They are also required to be kept perfectly cleanly and decent in their dress. No necklaces or earrings are allowed, nor bonnets or cloaks, except those provided by the supporters of the school.

There can be no doubt that an elementary school, planned and conducted as this is, must be instrumental in diffusing much that is good and valuable, both in habits, manners, in the regulating principles of conduct, and the rudiments of common knowledge. As regards the latter point, it is to be regretted that its scope is too limited, and that it therefore falls short of what the village school ought to be, namely the centre of general usefulness, of sufficient and sound intellectual and moral improvement, to the less wealthy, as well as to the labouring classes, within its reach.

*Willingdon, East Bourne, Sussex.*

The experiment now in the course of being tried at this school is designed to show whether a schoolmaster, with no further remuneration than the value and profits of a house and five acres of land, together with about 4*l.* per annum from school fees, is able to make an adequate livelihood for himself and his family, and at the same time to instruct, in a satisfactory manner, the children of the neighbouring agricultural labourers. It is one of many plans for the public good in progress on the property of Mrs. Davies Gilbert, the widow of the late respected president of the Royal Society. There were at the school at the time of my visit (September, 1842) 21 boys, ten of whom were between the ages of ten and thirteen, the remainder being between four and ten. By their aid the master cultivated his land, and attended to his dairy, &c. The characteristics of his management were those of the Flemish husbandry,—stall-feeding, a variety of green crops properly alternating with grain crops, and minute care in the preservation and use of every kind of manure. His rent is 25*l.* As he is at no expense for labour, his profits, including school-fees, may amount on the whole to about 40*l.* per annum, or 15*s.* 6*d.* a-week. This, which is scarcely more than is earned by many steady agricultural labourers and their families in good work, is manifestly too low a sum to command the services of a properly prepared schoolmaster. Accordingly, the instruction given in this school is very slight, being confined to mere reading and writing, a little ciphering, the Church Catechism, and the elements of scriptural information. It is possible that this little may be so intelligently taught

as to plant the seeds of enduring good in the mind and character. There may also be many localities in which no higher order of school than the one in question could at present be supported. To such, the successful prosecution of this experiment may be of value. It also may tend to encourage the application of its principle to other schools in which it will be accompanied with a wider range of general instruction. Properly qualified teachers may, perhaps, be found who will be willing to receive a part of their salary from the cultivation of a few acres of land, with the assistance of their pupils. But the quantity of land, and therefore the amount received from this source, could not, except under very favourable circumstances, be extended much beyond that of this school, without entailing on the master a degree of responsibility and anxiety which would interfere with his efficiency as a teacher. He must also, in order to commence a school on this principle, either possess, or be furnished with a sufficient sum to enable him to provide stock, and to support himself during a part of the first year, while he is receiving little or no profit from his land. If he is acquainted with the best agricultural practice applicable to small farms, and also skillful in the duties of a schoolmaster, he might usefully prepare boys for agricultural service, and in the course of three hours of schooltime in the morning, and one hour in the afternoon, impart a full and satisfactory amount of elementary information. The cheerful operations of the field would afford agreeable occupation to himself and his pupils, and enable him, while training their hands, and enuring them to labour and industrious habits, to continue to watch over their dispositions and conduct as well as the improvement of their minds. At the same time it is equitable that an accurate account should be kept of the value of his pupils' labour, and that this should be made to some extent profitable to their parents. They naturally look to this source to make up to them for the wear and tear of clothes, and for what the child might have otherwise earned at independent employment. Garden allotments for the boys, of from 10 to 20 rods each, would go a great way to meet this point. Under the above conditions, it is probable that this form of industrial school might provide effectual education for the children of the labouring poor.\*

*Ealing Grove School, Middlesex.*

This was, I believe, among the earliest instances of the at-

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\* The following may approach to a fair estimate of accounts, by way of example, between a boy from 10 to 13 years old, and his school conducted on the above principle.

The land may be five acres. The cost of the labour of one man for a year, at 10s. per week, would be 26*l*.

But as the master would work only Half the day, and would be assisted by his boys, this sum should be divided between them.

Let there be 20 boys of the above age, who take part in the cultivation, and instead of the full half of the above sum of 26*l*., say they are entitled, as the fair price of their labour, to 10*l*., or 10*s*. each for their year's work.

tempt to apply the principles of school management and discipline so long acted upon by M. de Fellenberg at Hofwyl, to an elementary school for the middle and labouring classes in this country. It commenced in 1833, and has therefore had an experience of ten years. Its progress up to 1837 was well described by the lamented Mr. Duppa, in the first publication of the Central Society of Education. Its present state has been submitted to my observation by its founder and persevering supporter.

In 1835 the establishment was placed under the present master, Mr. Atlee, who had previously been the master of a school in the neighbourhood, which he had conducted on the old method, ruling only by the rod, and attending chiefly to the mere details of a very elementary instruction. The sphere proposed to him in this school as regards, first, the elementary teaching, was to avail himself of the aid of improved methods of conveying it, and as far as practicable, to extend its scope: and secondly, to have an especial regard to the other great branch of a master's duties, namely, the formation of the habits and the regulation of the conduct and character of his pupils. This, too, he was to effect without resorting to those harsher modes of government common in schools. The model which he was enjoined to keep in view was that of a well-regulated family, in which obedience and good conduct were made to flow from affection, from the influence of example, and the discipline of the conscience, and not from force or fear. Expulsion, and not corporal punishment, was to be the penalty of grave offences. Employment was made for every hour of the day; habits of industry were sought to be formed by various exercises of manual labour; instruction in the school-room occupied a due portion of time, and a share was set apart for cheerful, exhilarating, and active amusements. The daily arrangements succeeded each other with regularity; the elder boys being responsible for their proper observance. During the hours of industrial work, the premises were repaired and fitted up for their new purpose; partitions were put up, walls plastered, sheds, &c. erected, the garden ground cultivated by the joint labour of the boys and master. Work of this kind has been continued occasionally since the commencement, as it was required, but the

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The account then of an individual boy might stand thus:—

DEBTOR ————— School to A. B.

	s.	d.	s.	d.
To labour done on the land from Michaelmas, 1842, to Michaelmas, 1843 . . . . .	10	0		
Deduct school fees at 2d. per week for a year . . . . .	8	8		
			—	1 4
To produce of 12 rods of garden allotment, after deducting rent, taxes, cost of seeds, manure, loan of tools, &c. . . . .		8	0	
Net amount due to A. B., who has also received instruction for four hours a-day in the school during the year . . . . .			9	4

gardens have of late furnished the chief out-door employment. For their labour upon the ground of the establishment, (4 acres) the boys are paid at a reasonable rate per hour. Their own garden plots are from one-eighth to one-sixteenth of an acre, and their net profits appear to have been usually from 10s. to 1l. This latter indulgence is valuable, not only as promoting industrious habits, and affording agreeable relaxation, but in the material aid it gives towards encouraging a sense of respect for property. The property of each being exposed, they feel the necessity of mutual forbearance. Their honesty, assisted by this, though inculcated on higher principles, is said to be strict and exemplary. Other lessons, practical and moral, are impressed upon them in the course of their daily manual work—the dignity of honest industry, the need and the duty of mutual kindness. The range of subjects taught in the school was at the commencement not great, but the teaching was carefully conducted; and a gradual extension and improvement has been in progress in this and also in the industrial part of the establishment.

There were present at the period of my visit (November, 1842) 80 boys, about half of whom were boarders. The school hours are seven for the boarders, and five for the day-boys, distributed throughout the day in periods of an hour, an hour and a half, and two hours (the latter occurring only once, from 9 A.M. to 11), the intermediate times being occupied with meals and recreation. The routine-table, specifying the subjects of instruction, and the time for each, is given in the Appendix (IV.). The school-room is fitted with parallel raised desks, at which the children sit, in four classes. The master, assistant-master, or pupil-teacher, stands before each, and is thus enabled more conveniently to combine collective with accurate individual teaching and examination. The apparatus consists of Mulhäuser's writing-board, the Pestalozzian arithmetic boards, the common black boards, large cards illustrating natural history, geometrical diagrams, large maps, globes, &c. The books chiefly in use are those of the Irish Commissioners. There is also a school library, comprising books on religious and miscellaneous subjects. The style of teaching throughout the school is careful and systematic, requiring individual mental exertion, and calculated generally to expand the faculties.

The average age of the fourth, or lowest class, was under nine. Some of these, who had been only a few months at the school, had learnt the principles of numeration, and could multiply by several figures. The reading was taught with great care, so as in a short time to give correctness of tone and an understanding of what was read. The order observed by the teacher was that of first reading a sentence himself; in this he is followed, sentence by sentence, by the class collectively. The lesson is then read through three or four times, each boy standing in turn, and read-



ing a full sentence. Any difficult words are explained and illustrated, and the meaning of the whole clause is required in the boy's own natural expressions. The books are then shut, and the spelling exercise commences on every word that has been read. Before the lesson, which lasts about three-fourths of an hour, concludes, encouragement is given to ask any questions that may arise out of it. Several that were put by the boys showed that their minds had been at work on the subject on which they had been reading. They receive lessons "on objects" twice a-week; on the Pestalozzian arithmetic, and the tables, twice; they learn also a little of elementary drawing; and singing on the method of Wilhem. The master, in addition to the time given to the religious instruction, reads twice a-day, to the whole school, passages selected with a view to some moral or useful object. Mulhäuser's method of writing was in use, and had been found, under due care and superintendence, to economise time and improve the handwriting.

The class next in order above this (the third) was in a proper state of progress. The average age of the boys was  $10\frac{1}{2}$ , and their average time at the school two years. The class consisted of 18. They read correctly, and with some expression. In arithmetic, three sums in Reduction were given, which they did, with only two faults upon the whole, in ten minutes. Writing from dictation is practised once a-week; the Pestalozzian arithmetic, twice; drawing and singing as in the class below. Geography begins to receive accurate attention in this class, and is taught on the principles of classification and comparison, after the manner pointed out by Mr. Sullivan in his "Geography Generalized."\* These boys had received correct ideas of the form, motion, and magnitude of the earth; some general notions as to its structure, its productions, animal and vegetable, its atmosphere and climates; and its general divisions into states and empires, with their extent, population and resources. Possessing this outline, they were proceeding to fill it up, commencing with the prominent characteristics, physical and social, of the English counties.

The second class consists of 20 boys, averaging in age  $12\frac{1}{2}$ , and at the school two years and a half. More individual effort is gradually required in this class. They are practised in composition, as well as in writing from dictation; the subjects of the former exercise being their lessons on objects of natural history, &c., of which they write the substance. They had commenced grammar, geometry, and elementary mechanics. The arithmetical questions put to them, bearing a practical reference to their garden-work, were answered readily and correctly.† In geography, the

\* Longman, 1842.

† 1. If 7 men in 21 days can perform a piece of work, what number of boys will be required to perform the same, supposing each man's labour to be worth 4 boys?  
[2. What

progress made in filling up the broad outlines of the classes below had led them to Germany and the countries on the Baltic, their mountains and plains, their drainage by means of rivers, their commercial towns and communications, their climates, and the general condition of the inhabitants.

The average age of the 18 boys of the first class was 13, and their average time at the school two years and a half. Their reading-lessons were so conducted as to become a valuable intellectual exercise. If any inaccuracy arises, or any error in pronunciation, accent, or emphasis, the sentence is read again by the boy making the fault, until it is corrected. An effort is thence induced to be accurate in the first instance. The meaning of the sentence is then required, in their own language; the etymology of every compound word; various derivatives from the same root; the various meanings of the same word; the mode of its use in different senses; the words or clauses in a sentence, in opposition to or in connexion with each other; finally, its government, and the examples it affords of the rules of grammar and composition. A dozen pages gone through in this manner, slowly and carefully, will have done much towards giving a knowledge of language; while the mental effort required will have raised and strengthened the faculties. The advantage of this kind of training was shown by these boys in their writing exercise. Three questions were proposed to them, on the staple manufactures of the United Kingdom, the most considerable manufacturing countries in Europe, and the most important articles of export and import from the principal rivers of the Baltic, Atlantic, and Mediterranean. In half an hour they had written on an average 30 lines on their slates, well composed, well expressed, and containing only seven errors in spelling among the whole. Part of their ordinary exercise in composition consists in resolving complex sentences read to them, into simple ones. They also write the substance of their object-lessons: the one best expressed is afterwards copied by all into a book. These object-lessons are made the vehicle of conveying a little of the elements of science, and various useful points of information. The store of facts collected in the memorandum-book becomes interesting, and is prized accordingly.

Several arithmetical questions were proposed to them, requiring calculations of the profits of stock, of superficial and solid measurements, the reduction of fractions to decimals, &c., which were worked rapidly, and by various methods, showing an acquaintance with arithmetic sufficient for all ordinary purposes. Two boys (one 13, the other 14,) had proceeded as far as Simple Equations. Two others, who were older, and were in the course of

2. What money would be required to pay the above boys for the above labour, if 4 boys are paid the wages of one man?

3. How much manure would be required to cover 7 a. 3 r. 17 p., if one load will cover 7 perches?

4. What would be the cost of this at 5s. per load?

training for the profession of teaching, had made corresponding progress. This class is also taught book-keeping. They had some little knowledge of geometry and elementary mechanics; and in singing could execute pieces containing no interval greater than a fifth. The outlines of English history, and such details as illustrated the condition of the people, and the progress of law, religion and government, had been gone through with care, as far as the reign of Henry I.\*

Considering the small amount of positive knowledge which these boys have commonly been found to bring with them from the ordinary elementary schools, and that this little has usually been acquired by rote rather than on principle, or in any manner calculated to expand the faculties, and prepare them for individual efforts; considering also that Mr. Atlee (the head master) has only had the aid of a trained assistant in the school-room during the last nine months, the department of general instruction must be considered in a satisfactory state. As regards the boarders, whose time is more under command, it might probably be found capable of some extension. In the ordinary elementary schools, if the instruction passes at all beyond the indispensable groundwork of the elementary processes, it seldom travels out of the domain of facts, or further than the first principles of the more useful branches of science. The faculty of the imagination is almost entirely neglected. There can be no valid reason for overlooking so powerful an auxiliary in the work of raising the mind and mending the heart. Selected passages of true poetry and of the best prose might be committed to memory, in any and every common school; and the sources of the most refined pleasure thus opened to the mind of youth would most probably yield support and refreshment to a whole life of temptation and toil. A sense of what is beautiful in taste, correct in thought and feeling, and exalted in conduct, might thence be diffused more widely, and the sentiments thus worked into the national mind would result no less in a just appreciation of the literature and institutions of the country than in a proper self-esteem. A schoolmaster who rightly estimates his power of benefitting the neglected classes of the community, will not throw away this instrument of their welfare. In every common day-school, passages copied into a book during the school hours, might be learnt by heart in the long intervals spent daily in idleness in the streets or at home.

\* I observed that occasionally, in the course of their lessons, questions were put by the boys to the master, in an easy, natural manner, evidently not for the sake of display, but simply to obtain information. They were generally pertinent and sensible, relating to some point that had not, perhaps, been fully explained, or had been passed over. They were met in a way that showed the practice to be habitual, and manifested the best kind of understanding between master and pupil. They afforded also the best proof that could be given, that the faculty of thinking had been called forth in the minds of these boys, by the mode of instruction to which they had been subjected.

Corporal punishment is not used at the Ealing School. Regularity and order, attention and obedience, good manners and good morals, had been maintained without it. In addition to a reasonable and useful amount of general instruction, some practical skill had been acquired from the handicraft and garden-work, and habits of active industry formed, amidst much cheerfulness and content, and feelings of confidence and attachment to their master, and of kindliness towards each other. And it is also satisfactory to find that the establishment is supported at no greater cost to the patroness (Lady Noel Byron) than might be expected to be easily raised by the subscriptions of a neighbourhood desirous of setting one on foot upon a similar model. In this expression I refer merely to the industrial character of the school, and to the arrangements, methods, and quality of the teaching, without meaning to include the principle on which the religious instruction is based. This is peculiar, and being in harmony with the views of neither of the great religious parties of this country, it has met with few supporters. Its main feature is, that a part only of the Catechism of the Established Church is used. Nevertheless, all the boarders attend the parish church, none of their parents objecting; and great pains are taken in the school to impart an accurate knowledge of the Bible, and of the leading doctrines of the Christian faith.

It is attributable perhaps in a great degree to the cheerfulness arising from the alternation of industrial and intellectual employment, and to the kindness of feeling which pervades the management of this school, that several of the boys educated here have adopted the profession of teaching, and have been found capable, at the early age of 16 and 18, of conducting with discretion and ability elementary schools on the same principle in various parts of the country. This school, therefore, together with others in which some of the elder and cleverer boys are apprenticed as pupil teachers, is acting the important part of contributing to supply the wants of elementary education with a class of masters trained to the work from their youth, attached to it by inclination, and regarding it with a just professional pride.

The intellectual atmosphere of this school appears also to have begun to expand itself to the village. I am informed that since the period of my visit, the masters, seconded by some of the neighbouring residents, have opened a room near the school for the systematic instruction of adults during two evenings in the week, and for reading instructive works to those who attend on the other evenings. Contributions of books for this purpose have been made, by gift or loan, consisting of travels, works on geography, history, biography, and other subjects of interest. In the course of a month, 50 labouring men and artisans joined the meetings, subscribing 2s. per quarter, a sum sufficient to pay the rent of the room, the cost of lighting, &c.

Subsequently also to my visit to the establishment, some valuable measures have been taken to amend the garden cultivation, and to conduct it according to the most approved principles. A course of lectures has been given by Mr. Ryland, (one of the teachers at Hofwyl,) illustrating Professor Johnson's Abridgment of Liebig. Professor Lindley has also given his advice and assistance towards the details of practical management.

I am also able to add in this place a brief notice of an equally successful experiment, at establishing an agricultural school on Lady Byron's estate in Leicestershire, on the same principle, namely, that of uniting industry with intellectual instruction, and making the labour of the master and the boys contribute to the cost of maintaining it.

#### *The Newbolt Vernon School*

was opened in April, 1840. The land taken into occupation consisted of 20 acres, of a very poor soil. Its character has been so altered by thorough draining, spade husbandry, and proper attention to manures, that it now bears very heavy crops of every kind of produce. Three acres are cultivated by the boys on their own account, paying rent. Nine are cultivated by the master, with the occasional assistance of the boys, for which they receive payment. On these nine acres the master pays rent; the profits going towards his salary. Seven acres are cultivated by the boys on account of the establishment; for their labour they receive at the rate of a farthing an hour, amounting, at two hours a day, to three pence per week. Of the 84 boys on the books, 40 are "working boys." These pay for their schooling threepence per week; but as they receive the same sum weekly for their labour, they get their instruction for nothing. Moreover, from their garden plots, which are one-sixteenth of an acre each; they gain, after deducting rent and expenses, from 10s. to 15s. per annum. That this operates as an inducement to their parents to allow them to stay a longer time at school is very visible in the number still there, who are from 12 to 14 years old. It seems also to check irregularity of attendance, which might, perhaps, be further secured by a deduction, by way of fine, from the profits of the garden ground, for every day's absence.

The buildings are ample, in an agreeable style of architecture, and fitted up with every attention to usefulness, both as regards the school and the industrial department. Putting out of view some extra cost which has been incurred upon them, not absolutely necessary for those purposes, it is the opinion of the intelligent gentleman,\* under whose direction this establishment has been formed, that if the whole of the land were now taken in hand, it would, with proper attention to maintaining it in its present

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\* Charles Noel, Esq.

improved state, pay interest on the capital expended, a fair rent, and the costs both of cultivation and of supporting the school in a proper state of efficiency. The educational arrangements were similar to those at the Ealing Grove School, and were proceeding as satisfactorily. The parents of the children had the benefit of garden allotments, of about one-fifth of an acre each, in an adjoining field, the whole admirably cultivated by the spade, and paying an improved rent, more than sufficient to meet the cost of draining.

Some few more schools into which the industrial principle had been introduced were submitted to my observation, the details of which presented little requiring particular remark. A handsome school building at Crowborough, Kent (on the property of the Earl of Delawarr), has an ample space of garden-ground adjoining, for the recreation and useful employment of the children during a portion of the day. At Tonbridge Wells, a lady, whose exertions for the benefit of the poorer classes of her neighbourhood have been conspicuous, has introduced a system of garden allotments in connection with the national school situated in the centre of that town. An old brick-field near the outskirts was drained and levelled, and, with an adjoining field (making together about six acres), divided into small gardens. Forty boys from the school had plots of eight rods each, and thirty working men belonging to the town were allowed to rent twenty rods each. The cultivation was neat, and the crops abundant. Every boy kept, in a book, an accurate account of the expenses and produce: the rent paid included a fair return of interest on the sum expended on the improvement. The net profits of each allotment (ranging from 10s. to upwards of 25s. per annum) were the least of the advantages accruing from a plan which forms the habits of the young, gives the means of innocent, healthful, and agreeable recreation to the adult, and establishes between himself and those who provide him with this resource, a bond of friendly connexion during his hours of rest. None but unmarried men are here allowed to become tenants. Notice to quit is given immediately on any forfeiture of character, or deviation from the rules of good conduct. The privilege of renting a plot is much coveted, and therefore operates beneficially in aid of higher motives for correctness of life and propriety of behaviour.

The schools, into the details of which I have entered, have illustrated sufficiently the degrees of success attending some insulated endeavours in this country to unite practical with intellectual instruction; to make the easy and regulated labour of a child, during hours that would otherwise be wasted, provide for the cost of his schooling, and contribute to his maintenance; and to give to the whole process of education a wider scope, as exemplified by the practice of M. de Fellenberg. There are, I believe, not many schools into which these principles have been introduced, besides those which have been noticed. In

the training establishment at Battersea, St. Mark's College, Chelsea, the lower school Greenwich Hospital, and the district school at Norwood, the industrial principle is also applied. It has been seen that, in many of the instances commented on in this paper, deficiencies are observable either in the industrial or intellectual department. The results have been satisfactory in proportion as each has received its due development. But it may be urged, that the cheerfulness, and healthfulness, and practical utility, the mildness of the discipline, and the kindliness of feeling, the watchfulness over the opening character and disposition, as well as the more strenuous exercise of the intellectual faculties, promoted in schools of this character, recommend them to especial notice at a time when attention is more seriously directed than it has hitherto been, to the removal of those blots which neglect has allowed to gather upon the physical, intellectual, and moral condition of large masses of our fellow-countrymen.\*

I have, &c.,

(Signed) SEYMOUR TREMPERHEERE.

To J. P. Kay Shuttleworth, Esq., Secretary,  
                   §c.                   §c.                   §c.

\* The principles and the actual working of several industrial establishments on the continent are fully described in the valuable "Report on Education in Europe, to the Trustees of the Gerard College for Orphans, by Alexander Dallas Bache, LL.D., President of the College, Philadelphia, 1839." Also in Mr. Wyse's elaborate work on "Education Reform," Longman, 1836. I would refer, in particular, in connexion with the subjects touched upon above, to Mr. Wyse's description of the educated labourer, p. 318. But it is impossible to dismiss this topic without acknowledging the debt which the question of education generally, and of the principle of uniting industry with intellectual, moral, and religious teaching in the schools for the poor, must always owe to the learning, eloquence, philosophy, and earnest zeal of the late Dr. Parr, as exhibited in his "Discourse on Education," and his two sermons on the same subject, preached at Norwich in 1780-1 (Parr's Works, vol. ii., p. 1 to 278). Though these admirable discourses contain much that relates to the position of the education question, and the state of society, and its peculiar dangers, at that particular time, they form a store of practical wisdom applicable to all periods. I may be allowed one extract relative to the introduction of manual labour into day-schools. He says, (p. 229,) "It has been observed that a spirit of industry, though not very quickly raised, may be soon transplanted. The habits of diligence which your regulations will cherish in these children may be easily transferred to other employments, more difficult and more profitable, to which they will be hereafter advanced. You in the mean while guard them from the awkwardness and reluctance which they might otherwise feel when they are first entering upon rougher tasks. You deprive the lazy of every excuse which they may wish to find in total inexperience; and you are preparing them, as I have again and again observed, for different scenes of action, in which their industry will be attended with greater advantage to themselves. In the choice of the work itself, you are only to take care that it should not be dangerous to health, or very irksome in the execution; that it should be capable of being performed with greater and greater dexterity, according to the length of time and degree of activity employed in it; that it include such a degree of variety as may relieve attention without distracting it; that it be productive of some profit which may associate the idea of utility with that of toil, and that a part of this profit be allotted as a reward to him that earns it, in proportion to the alacrity he has shown, and the skill he has acquired. All these excellent properties belong to the employments which you have prescribed."

He adds, speaking in the year 1780, and lamenting the prevalent disregard of the

## APPENDIX I.

*Extracts from the Report of the Agricultural Seminary at Templemoyle for the Year 1841.*

The Agricultural Seminary of Templemoyle has now continued for nearly fifteen years to render those services to the agricultural youth of this country so loudly called for, and deemed so essential in the most improved districts of England and Scotland. Since the publication of the last Report in 1838, a satisfactory improvement has been observed in the school; and from the greater publicity that has been given to its regulations, the pupils have been found to accommodate themselves more readily to the rules and system of the school than could have been expected at its first formation. There are 70 young men, as many as the house can accommodate and the farm afford instruction to; and 40 applications for admission attest the character Templemoyle has acquired, and the anxiety that prevails to benefit by it.

The seminary derives its origin from the North-West of Ireland Society, many of whose members had experienced the great difficulty and expense that attended all their attempts to improve their property, and the frequent failures that arose from their tenants not being capable, from their education, to appreciate their exertions.

To remedy these evils and obtain the desired advantages, the Agricultural School at Templemoyle was founded in the year 1827, in connexion with, and strongly supported by, the North-West of Ireland Society. The plan of M. Fellenberg, at Hofwyl, in Switzerland, was taken in some degree as a model; and a large sum was subscribed by the noblemen, gentlemen, and public bodies, anxious to try the experiment, whose names, with the number of shares taken by each, will be found in the Appendix.

To qualify a pupil for admission, it originally required a nomination from one of the contributors; but the right of nomination has been extended by the committee to annual subscribers, who pay 2*l.* for the first pupil and 1*l.* for each additional.

Further reports having given such general information as to the locality, &c., of the school, we need only repeat now, that it is situated about six miles from Londonderry and seven from Newtown Limavady near the mail-coach road to Belfast, and commands a beautiful view of our improved district near Lough Foyle. The house stands near the extremity of a farm of 172 statute acres, which rises to a considerable elevation behind it; and this, combined with the quality of the soil, which is wholly of a retentive character, with a thin upper resting on a cold and slaty subsoil, limit the profitable operation of the school, but is of the highest importance in the instruction of the pupils.

The system of cropping adopted on the farm is the four and five

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education of the working classes—"The calamities and the crimes that hover over the ignorance, the rudeness, and the idleness of the poor, are not yet in being." \* \* \* It requires some firmness of spirit, and some activity of understanding, to draw together all the scattered mischiefs that await the poor, into one assemblage, where each shall appear to our judgment in its proper form, and where the pernicious tendency of all instantaneously carries our imaginations over a long and formidable train of approaching evils." Those predicted evils are now present and around us; and having neglected a policy of prevention, there remains only that of diligent reparation and cure.



shift rotation, about 38 Cunningham acres being under the four-shift and 90 under the five-shift course. The situation and division of the fields cause the disparity in the number of acres in each rotation, not that a prejudice existed towards the one rather than the other, but it was thought necessary that the pupils should see each in operation. The first shift consists of—1st year, oats after ley; 2nd turnips, potatoes, vetches, beans, or flax, with manure; 3rd, wheat, barley, or oats, sown with clover and grasses; 4th, clover for soiling, or hay; 5th, pasture. The four-crop rotation is the same without the fifth or pasture year.

The theory and practice of thorough draining and subsoil ploughing has been in operation for some years on the farm, and has succeeded so well as to have numerous imitators throughout the neighbouring country. 40½ acres have been completed both in draining and subsoil ploughing; 6,959 statute perches of small and 196 of main drains—in the whole, 44,718 yards have been executed.

The improvement has already augmented the produce in the land so treated fully one-third, besides accelerating the ripening of the crops; and has enabled them to raise such turnip crops as could not have been expected in its former state. Throughout the whole of the winter the turnips were carted with facility, when it would have been impossible to have taken a horse on the ground had it not been so prepared. In noticing this branch of our operation, we would gladly acknowledge the services Mr. Smith, of Deanston, has rendered to agriculturists, by drawing their attention to what may be termed a new era in farming, and to an improvement particularly requisite in this country;—his advocacy, successful practice of, and excellent instruments invented by himself for executing these works, cannot be too highly commended. The thorough draining will be persevered in till the whole farm has been gone over; and a map of each field, with the position of the drains, is kept, so that any defect can be more easily remedied; and there will not be a deficiency of instruction even when the present course is completed, as a further benefit will be derived by forming drains between each of the present ones—an expense no private individual would be justified in incurring.

\* \* \* \* \*

[The result is next given of useful experiments with artificial manures—gypsum, nitrate of soda, and nitrate of potash.]

The kitchen-garden has been improved by the removal of a number of trees from the banks, and the substitution of shrubs, which will eventually prove ornamental. In addition to the great value of its produce to the institution, the management of it is considered an essential part of the education of a farmer; and a neat and well-cropped garden leads the passing observer to expect a similarly circumstanced farm. A number of seedling forest-trees were planted in the nursery attached to the garden, from the sale of which a profit has been derived, and the cultivation of them has added to the information of the pupils.

A valuable addition is making to the manures usually collected on farms, imitating the long-established practice of the Belgian and Flemish farmers, and making use of the hints given in Liebig's *Organic Chemistry*, Professor Johnston's *Lectures*, and other works of

a similar character ; means have been adopted to render available what proceeds from the sewers of the house and offices. A quantity of dry peaty mould is kept for the purpose, by mixing with it, and burnt bones or wood-ashes, a large amount of valuable manure is obtained. A still greater advantage will be derived from drawing the attention of the pupils and their friends to means the best calculated to increase the agricultural produce of Great Britain, so as to render it capable of supporting a population double its present amount ; in fact, of making every addition to its numbers afford a considerable assistance to its own support.

The private roads which lead to every field on the farm have been formed on the most approved system, and are in excellent order ; and the pupils who have been employed at them understand that no portion of the farm, or the capital employed, gives a better return than farm-roads, judiciously laid out, when the saving in the wear and tear of horses, carts, &c., the increased facility and rapidity of getting out manure and bringing home the harvest, is considered. \* \*

In the Report of 1838, a hope was expressed by the Committee (the realization of which would fulfil their best wishes for its success) that *Templemoyle* might serve as a guide to similar establishments in Ireland ; and they have now the satisfaction of stating that several deputations have visited *Templemoyle* this year, to examine into its details, for the purpose of imitation ; and the observations made by those gentlemen, as well as by other distinguished travellers, in the visiting-book of the institution, afford the best proof the Committee can offer to their friends and the country that their anxious wishes for its welfare have been at least in part accomplished.

Since publishing the last Report, in 1838, 103 pupils have left the establishment ; and as the interest of the Committee in their welfare does not cease with their residence there, they have ascertained their destination as follows :—

Land stewards . . . . .	11
At home assisting their fathers, or as farmers themselves	75
Writing clerk . . . . .	1
Assistant to county surveyor . . . . .	1
Agriculturist to Clothworkers' Company . . . . .	1
Dead . . . . .	1
Emigrated . . . . .	13

If of the number that have passed through the school this be taken as a criterion, we find, besides those who are located on their farms, and who form the great majority, and whose improvement was the leading principle that originated the institution, nearly fifty young men have been engaged as land stewards to different landed proprietors—a body of men that, previous to 1826, could not have been procured except in Scotland or England.

There are at present many stewards of noblemen and gentlemen, as well as men conducting their own farms, not only in the north, but in other parts of Ireland, who, having passed a sufficient period at the seminary to have obtained all the advantages it affords, prove by their talents and conduct the incalculable advantage it presents to that class of the population to which they belong, and who will by its means

become what Ireland so much wants, that valuable and influential body, an enlightened and well-conducted yeomanry.

The house contains a school-room 40 feet long,  $21\frac{1}{2}$  feet wide, 15 feet high: four dormitories,—No. 1, 40 feet long,  $21\frac{1}{2}$  feet wide, 13 feet high; No. 2, 40 feet long,  $21\frac{1}{2}$  feet wide, and 13 feet high; No. 3, 35 feet long, 16 feet wide, and 13 feet high; No. 4, 23 feet long,  $21\frac{1}{2}$  feet wide, and 15 feet high. The dormitories contain 76 beds, each pupil having a separate one. The dining-room is 45 feet long,  $15\frac{1}{2}$  feet wide, and 15 feet high. Besides these, there are rooms for the different masters, matrons, servants, and committee, kitchen, store-room, and other requisite offices. The out-door buildings consist of two large rooms for pupils' boxes, washing-room, dairy, stables, harness-room, tool-house, cow-houses, feeding-houses, piggeries, barn, which, together with the farming utensils, are kept with the greatest attention to neatness.

The in-door establishment consists of a head and second master, who instruct the pupils in spelling, reading, grammar, writing, arithmetic, geography, book-keeping, as applicable not only to agricultural but commercial accounts, Euclid's Elements, algebra, trigonometry, with its application to heights and distances and land-surveying, together with the use of the water-level, theodolite, and chain; and the proficiency displayed by the pupils at the different yearly examinations, many of them, in every one of the various branches of education enumerated, has been such as to surprise the talented persons who, on these occasions, have kindly acted as examiners, and to afford the best proof of the judicious selection that has been made of the master.

Of the pupils, one-half are at their studies in the house, while the others are pursuing their agricultural instruction out of doors, and those in school in the morning work on the farm in the afternoon, so that the in-door and out-door education proceeds *pari passu*. The arrangement of these hours, &c., will be seen in the Appendix.

The domestic management of the house is confined to a highly respectable matron, who superintends the cooking, dairy, the house, and scholars' linen, and controls the female servants.

The agricultural branch of the seminary is intrusted to a skilful and talented man, a native of Scotland, whose ability would be better ascertained during a walk round the farm than by description; he has under him a gardener and ploughman.

\* \* \* \* \*

*Templemoyle Work and School Table, from 20th March to 23rd September.*

Boys divided into two classes, A and B.		
Hours	At Work.	At School.
$5\frac{1}{2}$ , all rise.		
6—8 . . . . .	A . . . . .	B.
8—9, breakfast.		
9—1 . . . . .	A . . . . .	B.
1—2, dinner and recreation.		
2—6 . . . . .	B . . . . .	A.
6—7, recreation.		
7—9, prepare lessons for next day.		
9, to bed.		

On Tuesday B commences work in the morning and A at school, and so on alternate days.

Each class is again subdivided into three divisions, over each of which is placed a monitor, selected from the steadiest and best-informed boys: he receives the head farmer's directions as to the work to be done, and superintends his party while performing it.

In winter the time of labour is shortened according to the length of the day, and the hours at school increased.

In wet days, when the boys cannot work out, all are required to attend school.

### *Dietary.*

**BREAKFAST.**—Eleven ounces of oatmeal made in stirabout; one pint of sweetmilk.

### **DINNER :—**

*Sunday.*—Three quarters of a pound of beef stewed with pepper and onions, or one half pound of cured beef with cabbage, and three and one half pounds of potatoes.

*Monday.*—One half pound of pickled beef; three and a half pounds of potatoes; one pint of buttermilk.

*Tuesday.*—Broth, made of one half pound of beef, with leeks, cabbage, and parsley, and three and a half pounds of potatoes.

*Wednesday.*—Two ounces of butter, eight ounces of oatmeal made into bread, three and one half pound of potatoes, and one pint of sweet milk.

*Thursday.*—Half a pound of pickled pork, with cabbage or turnips, and three and a half pounds of potatoes.

*Friday.*—Two ounces of butter, eight ounces wheat-meal made into bread, one pint of sweetmilk or fresh buttermilk, three and a half pounds of potatoes.

*Saturday.*—Two ounces of butter, one pound of potatoes (mashed), eight ounces of wheat-meal made into bread, two and a half pounds of potatoes, one pint of buttermilk.

**SUPPER.**—In summer, flummery, made of one pound of oatmeal-seeds and one pint of sweetmilk. In winter, three and a half pounds of potatoes and one pint of buttermilk or sweetmilk.

### *Rules for the Templemoyle School.*

1. The pupils are required to say their prayers in the morning before leaving the dormitory; and at night before retiring to rest, each separately, and after the manner to which he has been habituated.

2. The pupils are required to wash their hands and faces before the commencement of business in the morning, on returning from agricultural labour, and after dinner.

3. The pupils are required to pay the strictest attention to their instructors, both during the hours of agricultural and literary occupation.

4. Strife, disobedience, inattention, or any description of riotous or disorderly conduct is punishable by extra labour or confinement, as directed by the committee, according to circumstances.

5. Diligent and respectful behaviour, continued for a considerable portion of time, will be rewarded by occasional permission for the pupil so distinguished to visit his home.

6. No pupil, on obtaining leave of absence, shall presume to continue it for a longer period than that prescribed to him on leaving the seminary.

7. During their rural labour the pupils are to consider themselves amenable to the authority of their agricultural instructor alone; and during their attendance in the school-room to that of their literary instructor alone.

8. Non-attendance during any part of the time allotted either for literary or agricultural employment will be punished as a serious offence.

9. During the hours of recreation the pupils are to be under the superintendence of their instructors, and not suffered to pass beyond the limits of the farm except under their guidance, or with a written permission from one of them.

10. The pupils are required to make up their beds, and keep those clothes not in immediate use neatly folded up in their trunks; and to be particular in never suffering any garment, ~~book~~ implement or other article belonging to or used by them, to lie about in a slovenly or disorderly manner.

11. Respect to superiors, and gentleness of demeanour, both among the pupils themselves and towards the servants and labourers of the establishment, are particularly insisted upon, and will be considered a prominent ground of approbation and reward.

12. On Sundays the pupils are required to attend their respective places of worship, accompanied by their instructors or monitors; and it is earnestly recommended to them to employ a part of the remainder of the day in sincerely reading the word of God, and in such other devotional exercises as their respective ministers may point out.

*Terms.*—For board, lodging, tuition, and washing, 10*l.* a-year, payable quarterly in advance.

## APPENDIX II.

*Outline of Agricultural Course, under the direction of Mr. Skilling, Manager of the Glassnevin Model Farm, Northamstead, Dublin.\**

1. The rudiments of agricultural chemistry, geology mineralogy, botany, and vegetable physiology, so far as they have a practical application to agriculture.

2. The nature and improvement of soils.

3. The nature, properties, and application of the several manures.

4. The effects of heat, light, and water on soils, manures, animal and vegetable life.

5. The nature, situation, and properties of farms in general. [6. The

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\* Seventh Report of the Commissioners of National Education in Ireland, 1840, p. 38.

### APPENDIX III.

[illegible][illegible]

In some schools it might not be necessary to give the same facts relative to a boy, and therefore the columns could be devoted to other purposes. I consider the record of a Boy's amount of knowledge when admitted to the School, and also when he leaves it, a very important item; and were it possible, these columns should be filled only by a Superintendent of an Head Master, or a Committee of Examiners, as a check upon the Master.

May, 1843.

T. F. IRVINE, ' ,  
Head Master, Lower School, Royal Hospital, Greenwich.

## APPENDIX IV.

Table of Routine, Ealing Grove School, Middlesex, November, 1842.

SECOND CLASS.						
	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
From 6 to 7	RISING - - - - -	PREPARING - - - - -	FOR - - - - -	SCHOOL.		
7 8	Writing.   Pestalozzi.	Writing.   Writing.	Pestalozzi.	Writing.		
8 9	BREAKFAST - - - - -	AND - - - - -	RECREATION.			
9 9½	BIBLE - - - - -	LESSONS.				
9½ 10½	Reading.   Reading.	Eymolog.   Reading.	Book-keeping.   Singing.	Drawing.   Singing.		
10½ 11	Arithmetic.   Arithmetic.					
11 1		WORK.				
1 2		DINNER.				
2 2½	Geometry.   Mental Arithmetic.	Half Holiday.   Geometry.	Half Holiday.   Geometry.			
2½ 3½	Geography.   Book-keeping.	Half Holiday.   Mensuration.	Geography.   Geometry.			
3½ 4½	WORK - - - - -	AT - - - - -	THEIR - - - - -	OWN - - - - -	GARDENS.	
4½ 5	A - TALE - READ - BY - THE - MASTER, - THEN - DISMISS - SCHOOL.					
5 7	SUPPER, - - - - -	RECREATION, - - - - -	AND - - - - -	WASHING.		
7 8	History.   Grammar.	Mechanics.   History.	Mechanics.   Washing.			
8 9	PRAYERS - - - - -	AND - - - - -	RETIRING - - - - -	TO - - - - -	BED.	
THIRD CLASS.						
	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 9½	BIBLE - - - - -	LESSONS.				
9½ 10½	Writing.   Writing.	Singing.   Writing.	Writing.   Writing.			
10½ 11	Pestalozzi.   Arithmetic.	Drawing.   Arithmetic.	Arithmetic.   Arithmetic.			
11 11½	RECREATION.					
11½ 12½	School.   School.	School.   School.	School.   School.			
12½ 2	DINNER - - - - -	AND - - - - -	RECREATION.			
2 2½	Dictation.   Geography.	Half Holiday.   Geography.	Half Holiday.   Geography.			
2½ 3½	Reading.   Reading.					
3½ 4	RECREATION.					
4 4½	School.   School.	School.   School.	School.   School.			
4½ 5	A - TALE - READ - BY - THE - MASTER, - THEN - DISMISS - SCHOOL.					

FOURTH CLASS.						
	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 9½	BIBLE - - - - -	LESSONS.				
9½ 10½	Writing.   Writing.	Singing.   Writing.	Writing.   Writing.			
10½ 11	Pestalozzi.   Arithmetic.	Drawing.   Arithmetic.	Arithmetic.   Arithmetic.			
11 11½	RECREATION.					
11½ 12½	School.   School.	School.   School.	School.   School.			
12½ 2	DINNER - - - - -	AND - - - - -	RECREATION.			
2 2½	Dictation.   Geography.	Half Holiday.   Geography.	Half Holiday.   Geography.			
2½ 3½	Reading.   Reading.					
3½ 4	RECREATION.					
4 4½	School.   School.	School.   School.	School.   School.			
4½ 5	A - TALE - READ - BY - THE - MASTER, - THEN - DISMISS - SCHOOL.					

6. The proper division of farms with the crops suitable, according to soil and situation.
7. The situation and construction of farm buildings.
8. Rotations of crops, fencing and draining, according to the most approved principles.
9. The scientific principles of ploughing, and the general construction and use of farm implements.
10. The cultivation of green and grain crops, proper quantity of seeds, and the best mode of culture.
11. Haymaking and harvesting.
12. Animal physiology and veterinary practice, and general management of horses.
13. Cattle, their several breeds, management, diseases, and modes of cure ; also of sheep and swine.
14. Horse-feeding and fattening of cattle, with the improved modes of dairy management.
15. Practical gardening, under the direction of Mr. Campbell.

## REPORT ON THE MODEL SCHOOLS OF THE HOME AND COLONIAL INFANT SCHOOL SOCIETY,

By SEYMOUR TREMENHEERE, Esq.,

*Her Majesty's Inspector of Schools.*

SIR,

105, Pall Mall, July, 1843.

THE Committee of the Home and Colonial Infant School Society having respectfully requested that the Committee of Council on Education would be pleased "to direct an examination to be made into the system of education pursued by that Society, and also to cause its Training Establishment and Model School to be inspected and reported on," and their Lordships having expressed a readiness to avail themselves of that opportunity of inquiry, with a view to the collection of facts illustrative of the mode of management, and the operations of establishments for the preparation of teachers, I have the honour to forward three series of documents, relating to the general management, to the details of the training, and those of the model school of that Society, together with the annual Reports, from the commencement in 1836, to February, 1842.

It may be desirable that I should state briefly to their Lordships the substance of those documents, before proceeding to offer a few observations on the establishment to which they refer.

It appears that the Society, at its house in Gray's Inn Road (held on a long lease), has provided accommodation for a female superintendent or matron, three female assistants, two servants, and 28 female teachers; together with rooms for the general purposes of the Committee. In a house adjoining, held under the same lease, are distinct apartments for the master and mistress of the model-school with their family. At the back of these premises are situated the class-rooms for the teachers, the school and



class-rooms of the model-school, and a play-ground. A house in a neighbouring street, also held on lease, accommodates the training master and his family; one male and one female assistant; four married couples, and eight female teachers. The teachers in training board at their respective houses, but receive the principal part of their instruction in common, in the class-rooms and model-school. A few others, who are preparing themselves for schools of a superior description, or as nursery governesses, &c., board where they please, and only attend during the hours of instruction.

The Society, enjoying the distinguished patronage of Her Majesty, and the support of many persons of high rank and consideration, has been able during its existence to aid in the preparation of upwards of 700 teachers, or about 100 annually. Its affairs are managed by a general committee, a ladies', and an executive committee, meeting at specified times, and transacting the current business according to the established rules and regulations of the Society. Candidates are admitted by the Ladies' Committee once a fortnight, and received on the first Tuesday of each month. The qualifications required, the conditions under which they are received, and the form of testimonials, are succinctly stated in a printed paper furnished to all who are desirous of entering the establishment with the view of being recommended to schools. On being admitted, the candidates are presented with the printed regulations, to which they are required to conform, also with "hints for the guidance of their conduct," and a paper of "general instructions." The books which they are called upon to provide themselves with, are (with the exception of the arithmetic and grammar of the Irish Commissioners, and a few other books) the six works published by the Society, the expense of the whole amounting to about 15s. They are received in the first instance for a month on probation. During that time their conduct and qualifications undergo a rigid scrutiny. The result is reported by the training master, and on his report the Committee finally decide on their continuance. After having been approved, they reside at the establishment 20 weeks, at the very moderate charge of 8s. per week for board, lodging, and instruction. Attendance for any shorter period is discouraged, as being of comparatively little benefit; and for any period less than the full 20 weeks, the charge is 12s. per week.

Besides those selected and approved by the Committee, a considerable number of those trained, probably to the extent of one-third—are sent by Local Committees. As it is presumed that candidates are carefully selected and approved by those who send them, the Committee consider themselves responsible only for their due training, and for their conforming to all the rules of the institution while resident there. They receive the same instruction as other candidates, and a report of their proficiency is made to the per-

sons who send them. They are reported to be, as might be expected, somewhat inferior, particularly as regards their attainments, to those selected by the Committee.

The return of teachers for a short time, after they have been in charge of schools, "contributing greatly to their improvement," the Committee allow all those who have been "regularly trained," (whether sent by local Committees or otherwise) to re-enter for one month at a charge of 1*l.* only. The Committee had previously manifested their readiness to retain teachers, on easy terms, for a period of six months; and they express a hope that they may ultimately possess funds that will enable them to keep them in training an entire year. The dietary, though plain, is good and ample, and the whole of the domestic arrangements appeared to be satisfactorily conducted on the footing of a well-ordered family.

The teachers, while in training, are arranged in three classes, and a regular course of instruction is prescribed for each. The course of the first or lowest class occupies four weeks; that of the second, nine; and that of the third, seven weeks. The plan of instruction is thus described by the training master:—

*First Course.*

This consists of,—

I. The principles and practice of early education.

In this part of the first course the teachers receive instruction—

1. In conversational lessons and the art of questioning children.\*
2. In gallery lessons as to the subjects and manner of treating them.
3. In the method of teaching to read.
4. In forming an analysis of the lessons in "Model Lessons," (one of the books of the Society) and afterwards drawing up sketches of lessons on other subjects, after the example of these analyses.
5. In the best method of drawing out children's observations on the objects around them, and on the circumstances in which they are placed, and how to fix the knowledge so gained in the mind.
6. On the different methods of giving lessons, showing which are bad and which are good, and what is most suitable to particular subjects.
7. Lessons in which "Practical Remarks" (one of the books of the Society) forms the text book.
8. On the points to be kept in view in the different subjects of the lessons in the preparatory schools.
9. On the physical exercise of the school and playground.

II. General Improvement, as—

1. Instruction in the Bible, including Bible Geography.
2.        "        "        Natural History.
3.        "        "        Grammar and spelling.
4.        "        "        Arithmetic.

5. Instruction in the Reading and questioning.
6.       ,,       Drawing and writing.
7.       ,,       Wilhem's method of teaching singing.
8.       ,,       Marching, &c., under a drill-serjeant.

*Second Course.*

In this course the teachers are instructed in the principles of early education, and are led to trace the harmony between the practice and principles of the institution. They continue also the lessons for their own individual improvement.

I. Principles and Practice of Early Education. "The subjects of instruction are—

1. The "Graduated Instruction" for Galleries,\* as far as the infant section of the model school.
2. On forming analyses of lessons, afterwards drawing up sketches on the same plan and working out a lesson fully.
3. On the points which they are to consider in their criticism of lessons, and in making critical remarks on the "sketches" of lessons, and on the lessons themselves as given by those in training.
4. On the principles and object which regulate the subjects taught to the infants, and questions thereon to be answered.
5. Anecdotes of occurrences in the schools brought forward with a view to form right principles of moral training and intellectual development.
6. Lessons in which "Practical Remarks" form the text-book.
- \* 7. Lessons in which "Mrs. Hamilton's Letters on Education" form the text-book.
8. On the art of questioning and explaining words.
9. On Pestalozzi and his system of education.
10. On the method of teaching to read.

II. General improvement; the same as in the first course, except that lessons on form are substituted for "reading with explanations."

*Third Course.*

In this course the instruction which the teachers receive on education is made to bear principally on their own future work. They have at this period a temporary charge of schools for practice. They continue the lessons for their own individual improvement.

I. Principles and Practice of Early Education.

1. Instruction in the practice of the school-room, and the principles on which it should be regulated, particularly with reference to their future work.
2. On the course of instruction pursued in the juvenile section of the model school, and questions thereon to be answered.
3. Lessons in which "Mrs. Hamilton's Letters on Education" form the text-book.
4. On principles and plans of education.
5. Moral training on a religious basis, showing how the Bible should be our guide in the treatment of children.

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\* These graduated courses of instruction are contained in a little work published by the Society, called "Useful Hints to Teachers."

II. General Improvement, as in the second course, except that general geography is substituted for form.

The average time allotted weekly to each of these various branches of instruction is as follows :—

	Hours
1. To studying the principles of education . . . . .	8½
2. To general improvement :—	Hours.
Scripture instruction . . . . .	3
Reading and elocution . . . . .	0½
Writing and elementary drawing . . . . .	1½
Grammar . . . . .	2½
Number and form . . . . .	2½
Geography (especially that of the Bible) . . . . .	2½
Natural History . . . . .	3
Singing . . . . .	0
Lessons on objects . . . . .	0¾
Writing notes of lessons . . . . .	7½
Physical exercises . . . . .	2

3. To the course of practice, viz. :—	
Probationary exercises . . . . .	20
Witnessing others give lessons . . . . .	
Taking charge, first, of classes, and afterwards of galleries of children . . . . .	
Giving an opinion on or criticising the lessons of other teachers . . . . .	
Giving lessons publicly . . . . .	
Attending in the model school, and assisting the master or mistress . . . . .	
Having temporary charge of schools under in- spection . . . . .	

Per week . . . . .

With respect to this scheme of instruction, it can scarcely fail to be observed ; 1st, that a distinct profession is made to inform the teachers in the principles of the art of teaching ; 2ndly, that the range of study in this, and in the various points of general information, though of an elementary character, is extensive ; 3rdly, that the time in which all this is to be done is remarkably short.

It is not pretended that anything more than a brief summary is given of some of the subjects in themselves of great extent and difficulty, which are comprised in this course, nor can they be touched upon at all during the few hours allotted to them with any other hope than that of indicating to those in training this very extent and difficulty, and thus perhaps inciting them to after-study. Judicious suggestions have been drawn up, and are put into the hands of the teachers in training to be copied out by each, by way of aid towards making the most of these brief opportunities, and containing also much useful advice on the practical details of school management. And to this latter they are introduced gradually by the training master, in the presence at

first of only a small number of children ; and the principles are explained after the best practice has been exemplified before them. But it must be evident that no subsidiary arrangements, however carefully devised, and no exertions of skill and ability on the part of the training master and his assistants, can effectually counter-vail the disadvantage of being obliged to get through the whole course in so short a time as 20 weeks. This disadvantage would be felt even in the case of candidates of the best qualifications. What the requisites are which in the opinion of the Committee of this Society "appeared indispensable in a teacher," are well stated in their First Report, and are there said to comprise, besides the proper amount of elementary knowledge, much soundness of judgment, insight into character, energy, tenderness, and self-control. They rightly affirm that the qualities required for the good guidance and good government of an infant-school are such as "no uneducated or undisciplined mind" can possess. And they lament that the qualifications which they desire are very rarely found in the class of persons who come forward for this employment.

In their Fifth Report they regret that so little can be accomplished, in the short period, "in a work which involves principles and practice, and which they approach with little or no previous preparation;" and although this was written when the period of training was 15 (now extended to 20) weeks, and although by this extension, by the exertions of the training master, and by the return, for a short period, of some of those who have been trained (as has been above adverted to), a beneficial change has been produced, still it would appear that the wishes of the Committee as to the efficiency of teachers are still unfulfilled to the extent that they would desire. In the Report of the past year (1842) they reiterate the complaint that the candidates "come from a class whose education is in general so exceedingly deficient." They state that the great object in view is to exercise the teachers' minds upon subjects that will be useful to them in their schools; to instruct them how to improve their own faculties; to raise their standard of excellence in teaching; and to excite such a desire to attain this standard as shall induce them to carry on the work of self-improvement when they leave the institution. They add, "they deeply regret that so large a portion of the teachers' time is necessarily devoted to the acquisition of the common branches of knowledge. As their principal object is to train teachers in the best methods of imparting instruction, and conducting the general business of education, especially the moral and religious training of youth, they would feel much better satisfied could they reverse the present arrangement, and allow teachers to occupy only 8½ hours weekly in the acquisition of elementary knowledge, and devote the remaining 29 hours to the principles and practice of education."

The acquirements of 200 applicants, on entering the establishment, had been recorded, on their own statement, as follows:—

What knowledge of arithmetic?

195 a little.

5 none.

200

What knowledge of grammar?

170 a little.

30 none.

200

What knowledge of geography?

163 a little.

37 none.

200

The “little” knowledge of these three subjects which they profess to have acquired is generally found to be so defective that, for the purposes of teaching, it is equivalent to none.

It had been acquired at

152 Private Schools.

10 National Schools.

7 British and Foreign Schools.

31 Free Schools.

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200

Their situation in life, at the time of applying for admission to the establishment, they thus described:—

88 were unemployed.

32 were in business.

26 were engaged in millinery, needlework, &c.

15 were in service.

39 were engaged in teaching.

200

A further light is thrown upon this point by the following extract from the Fourth Report of the Society:—

“With the prospect of soon obtaining a school, single women are often enabled to raise 6*l.*, and the comfortable home the Society offers them for that sum whilst receiving instruction has induced a large number to come forward; a very slight increase to this expense, which, in consequence of the small income of the Society, must be made if the time of training were lengthened, would greatly diminish the number of female candidates, whilst with married persons, the amount is already almost a prohibition; they can therefore seldom afford to pay 12*l.* at a time when they are not earning wages.”

In connexion with these facts it is worthy of remark that the

number of those offering themselves to be trained as teachers is still very inadequate to the demand for them. The Committee state that, "for want of funds and fit persons," they have been unable to supply "one half of those patrons, &c., who have applied to them." Yet it can scarcely be deemed probable that candidates for this kind of occupation will be found to come forward in sufficient numbers, or that the majority of those who do can be drawn from any other than a depressed, and therefore in all likelihood an ill prepared, class, while the remuneration of those engaged in it is so low. Many of these, indeed, may have "taken up the work and continued in it from Christian motives, and a sincere desire to do good;" but it is to be feared that no general expectation can be formed of attaching persons in sufficient number, and of the requisite qualifications, to this laborious employment, while the average remuneration does not exceed the moderate sum of 25*l.* or 30*l.* per annum.\*

The class of persons in training being such as has been described, it will be conceived that their minds have rarely undergone that sort of discipline which makes it easy to grasp general principles, and to apply them with readiness to facts as they arise. These principles of the "art" of education, the training master endeavours to place before them, and to illustrate by the course of teaching pursued. As far as I had an opportunity of observing, it appeared that the subject was treated judiciously, and with a very full knowledge of what had been written upon it in our language. Mr. Dunning (the training master) has prepared himself for his duties by a careful study of the works of Dugald Stewart, Abercrombie, and others, masters of the science of mental philosophy, and invaluable guides to a teacher, by the insight they afford him into the operations of the human mind, and the

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\* Of those who, up to the close of the year 1841, had actually been received at the establishment, it is satisfactory to know that "upwards of three-fourths were at that time actually engaged in schools."—*Report of 1842*, p. 7.

It is to be regretted that in this wealthy country so low a rate of payment as 25*l.* or 30*l.* per annum should be deemed an adequate return for the discharge of duties so difficult and so full of responsibility. In Scotland, as appears from a communication lately received from Mr. Stow, teachers trained at the establishment at Glasgow command salaries on the average from 30 to 50 per cent. higher than could formerly be obtained. He states that, in Scotland, 60*l.* to 70*l.* per annum are given to trained teachers of infant-schools; and that, for the ordinary day-schools, "100*l.* a-year is as common as 60*l.* was a dozen years ago. For superior schools we are offered much higher salaries. We want one for England now at 250*l.*, and one for Scotland at 300*l.* a-year."

When it is considered that the teacher of an elementary school is expected to possess ability and acquirements; to present, in his appearance, manners, and conduct, an example to those around him, and to command, by the weight of his character, and by superior intelligence, the respect and deference of the parents, often ignorant and neglectful, whose children he has under his charge, it must be confessed that the remuneration offered falls far short of the value expected to be received. Nor, in estimating these services, should the wear and tear of body and mind, which must attend their energetic and faithful performance, the difficulties and discouragements often incident to them, the confinement, the declining health, the anxiety for the future, be overlooked, as they too frequently seem to be.

phenomena of our moral and physical nature. It is by having a due regard to these, and by pursuing a course in conformity with them, that education will be most satisfactorily conducted. The want of any complete treatise in our language on the science and art of education has compelled this Society,\* by their Sub-Committee of Education, and in conjunction with Mr. Dunning, to form a general scheme founded on an extensive acquaintance with the class of works above-mentioned, and with those few of a strictly scholastic nature, in which those principles are shown in action in the practice of Pestalozzi.† As much of this course is

\* Most of the works published by the Society are, as it is well known, greatly indebted to the labours of Miss Mayo.

† Perhaps the most complete German treatise on this subject is the "Introduction to the Science and Art of Education and Instruction, for Masters of Primary Schools, (Einleitung in die Erziehungs- und Unterrichts-Lehre für Volksschullehrer); by B. G. Denzel, President of the Royal Training College for Schoolmasters at Esslingen (Württemberg), Member of the Council of Education of the Duke of Nassau, &c., &c. 6 vols. Stuttgart, 1839." In his preface to the last volume, Herr Denzel states that many years have elapsed since he commenced the attempt, in the first volume of his work, to place the system of teaching in the primary schools on a sure foundation. "When, three-and-twenty years ago, I entered upon my present occupation, great exertions were already in progress for the improvement of the elementary schools of Germany. Much had been accomplished in particular states, and much active discussion was going on with respect to the methods pursued, and the best means of raising the qualifications of the schoolmaster. But the times required something more than had yet been done for the popular schools. It came more and more to be understood that the school was not merely a place of instruction, but of education; that the common and necessary acquirements of the arts of reading, writing, and ciphering were not to be the sole or the principal objects of its care, but rather the unfolding and strengthening of the mental and bodily powers of the child conformably with nature and circumstances. When this began to be held to be the province of the elementary school, a new era broke upon it. Viewed in this its new and loftier position, it assumed a totally different aspect, and all relating to it required to be dealt with in a more serious and scientific manner. This salutary change of view respecting the real character and destiny of the elementary school, though long in progress, became at length universal, chiefly through the genius and exertions of Pestalozzi, whose principles, even where only partially adopted, facilitated and infused a new spirit into the processes of teaching." He proceeds to state that, being called at that period to the duty of training schoolmasters, and therefore desiring to find some manual or treatise which embraced the entire subject, according to the enlarged views then entertained of it, he was unable to meet with any that satisfied his wishes. Those that he found, either merely embodied the old views or contained fragments only of the new. After many fruitless attempts to compose out of those fragments something that would serve as a ground-work for his course of teaching, he found himself compelled to form a treatise for himself; which has grown, with the experience of twenty years, into the valuable "Introduction," now widely known by his name.

I venture to subjoin a translation of a part of the "Summary" of this course. As an exposition of the extent of the subject, it may suggest higher notions as to the grade of ability necessary for those who aspire to master it with a view to practice.

#### Introduction to the Science and Art of Education and Instruction.

##### PART I.

Chap. 1. Man as an organized, sentient, and intellectual being.

Chap. 2. Constitution and qualities of the body and mind.

§ 1. Of the body;

§ 2. Of the mind and its principal faculties

A. The feelings.

B. The understanding.

C. The will.

[Union



given by Mr. Dunning to each pupil as the very limited time, and the varying abilities of those under instruction, will permit. Many are disabled by these two circumstances from going systematically through the complete course. These must necessarily be in danger of carrying away very indistinct ideas; and of them it probably still remains true that, being at first "bewildered with the magnitude of the undertaking and the novelty of their occupations, they just begin to feel their way, and to value the advantages offered to them when their time expires."\* (Fifth Report.)

Union of the highest powers in a Christian faith.  
Varieties of natural constitution and disposition, and their causes.

Chap. 3. On the liability of the faculties and disposition of childhood to take a wrong direction.

Chap. 4. On the natural course of development in childhood, boyhood, and youth.

§ 1. On the gradual development of the mental powers.

Chap. 5. Man in his social state.

Chap. 6. Man as an immortal being.

#### PART II.

Chap. 1. On education in general

Chap. 2. On the training of the body.

Chap. 3. On the training of the mind.

§ 1. On the regulation of the feelings.

§ 2. On the strengthening of the understanding.

Observation and attention.

Imagination.

Memory.

Judgment.

§ 3. On the regulation of the will.

The moral sense.

Force of habit.

The love of what is right.

Obedience.

Perseverance.

Order and punctuality.

§ 4. Religion—The best means of fixing religious impressions on the mind of a child.

Chap. 4. On educating boys and girls together.

Chap. 5. On rewards and punishments.

Chap. 6. On elementary instruction.

§ 1. Subjects—On the proper periods for commencing each.

§ 2. Method—The synthetic.

Requisites of good teaching.

Apparatus, &c.

In his second volume, Herr Denzel enlarges on some of the principles laid down in the first, and on the spirit and object of the primary school, the best modes of organization and management, &c. The third and remaining volumes form a School Manual of four complete "courses," for children between the respective ages of 6 and 8, 8 and 10, 10 and 12, 12 and 14. The subjects treated of at length, for the guidance of teachers, are object lessons, instruction in reading, writing, and ciphering, religious instruction, grammar and etymology, geography, elements of geometry, singing, elements of natural philosophy and natural history, composition, &c. General expositions of the principles to be kept in view, and the ends to be aimed at, are given, together with specimens of the lessons in detail, and the substance of a useful course under each head.

\* The question of requiring a higher degree of qualification in those entering the establishment having been frequently under the consideration of the Society, I will only advert to it for the sake of expressing my concurrence in the opinion that the example and authority of the Society, in raising the standard, would call forth the necessary efforts, both of patrons, of schools, and candidates, to come up to it

It is observable, however, that some do acquire a firm grasp of these principles. The effort strengthens their powers of mind, and, disposing them to continue the process of self-improvement after they have quitted the establishment, combines, with the effect of the good practice to which they have been habituated while there, to place them in the grade of effective and valuable teachers for the class of schools for which they are prepared.

The full instructions applicable to each section of their course with which they are furnished, and the minute and laborious superintendence exercised over every step of their progress, afford a guarantee that the best use is made of the short period of training. The substance of every lesson received is written out afterwards from memory, and subsequently corrected by members of the Committee. "Sketches," or notes in writing, are made of all lessons before they are given by the teachers in training. These sketches are submitted to the training-master; remarks are made upon them by him or his assistant, pointing out any deviation from the right principles of teaching, or any deficiency in the subject matter. Lessons thus prepared are given to small classes of children by the teachers in training, in turn, in the presence of the training-master and a class of teachers. When the lesson is over, the children are dismissed, and critical observations are invited on the manner in which it was given. The substance of these lessons is collected from the publications of the Society, or from books of reference in the school library.

I am inclined to think that the process of giving lessons, and of criticising those given, is commenced by the teachers in training somewhat prematurely, that is, before they have sufficiently comprehended the principles by which they are to regulate their practice, or sufficiently stored their minds with resources upon which they can draw at the required moment with accuracy and effect. The error is attributable to the shortness of time during which they remain under instruction, and the consequent necessity of proceeding very soon to endeavour to ascertain the qualifications for teaching, the temper, &c. of the candidate. The particular method adopted in giving the gallery lessons differs from that described as the practice of the Normal School at Glasgow in a few important particulars. The committee, in their Report of 1839, state that "inquiry has frequently been made as to the precise difference between the system pursued in the Model School, Gray's-Inn-road, and that pursued in the Normal School at Glasgow; it is scarcely necessary to observe that, in both, religious instruction and moral training are the first objects. In the Model School, however, it is the practice to give less actual information; the children are rather called on by questions to exercise their own faculties, with a view to strengthen them. The plan pursued at Glasgow, of giving children the idea, and leaving them to supply in the sentence the leading words which express

it (called the elliptical plan), is not used, except at the summing-up or close of a lesson, to aid in impressing the whole consecutively on the memory."\*

Full notes of the various occupations are taken by each teacher, which, with the written lessons above mentioned, and the sketches and criticisms upon them, form, at the termination of the course, a useful summary of materials for future guidance after the teacher has left the institution. The attendance of each teacher at the various classes is duly noted. Reports of visits to the parents of absentee children are made; and also, towards the end of the course, a full report of the state of the model schools, according to a form placed in their hands, is required from each, by means of which their attention is drawn to all the points tending to promote the efficiency of a school. These and the various other forms and tables in use will be found among the documents sent herewith.

In the Model School, the teachers are instructed in putting in practice the principles which they have learnt under the training-master. This school consists of four sections:—two preparatory; the model school, strictly so called; and the juvenile section. The average attendance is, in all, 230 children. To keep up this, upwards of 700 are admitted annually. "This change," the committee state, "necessarily prevents many from profiting by that course of moral and religious training which, under happier circumstances, they might enjoy; and the obvious improvement of those who remain in the schools is such as to render this a matter of deep regret.

"The Committee have often called attention to the constant removal of parents from one part of the metropolis to another, in search of work, as forming a strong argument, if any were needed, for multiplying good infant-schools in London; so that, remove where they may, parents might still have an opportunity of obtaining instruction for their children; they can only repeat that the subject deserves the serious consideration of all who are interested in the well-being of the rising generation." (Report for 1842, p. 9.)

The outline of the graduated course pursued in the model-school, extracted from the Society's Manual, is given in the Appendix. "In the first preparatory school the objects proposed are to gain order and obedience, preserving at the same time that tone of cheerful good humour fitting the joyous season of infancy; to exercise the bodily organs, to awaken the mental perceptions on the most familiar objects, and to fix the first religious impressions." "In the second school, the objects are, to accustom them to reproduce and accurately express the ideas they have gained through their senses; to enlighten their consciences by bringing

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\* Mr. Gibson, in his Report on the Glasgow Normal School (1841), discourages the too frequent use of the "ellipsis."

before them the different moral qualities, to awaken a sense of their own responsibility, and to call out and exercise religious feelings." "In both these schools, where the children are placed at their admission, and where the teachers first practise the art of teaching, great care has been taken to bring down the instruction to infantine capacities, and the teachers are directed to let their lessons assume as much as possible the character of familiar conversation." (5th Report.) The difficulties of infant-school management can perhaps be no where better exemplified than in these preparatory sections of the Model-school, inasmuch as they consist entirely of the children newly admitted, and who seem in most cases to have acquired every habit of which it is desirable as soon as possible to divest them. Up to that period of their lives, they have probably known no other control than that of children a little older than themselves, or the scarcely less capricious government of ill-informed parents. The gentleness and tenderness, the unruffled, cheerful, persevering firmness with which ~~the~~ wrong is interrupted and the right enforced in each action, habit, movement, expression, as it arises, very soon has the effect of bending the wills of the untamed strangers, and establishing the habit of obedience, founded on affection rather than fear, and, as far as may be possible at that early age, on appeals to the reason and conscience. The attention is occupied and interested; no injudicious indulgence is tolerated; and "the first symptoms of disorder and beginnings of misconduct are carefully checked." "Scolding, or even much finding fault, is as far as possible avoided." The kind, watchful, motherly care which is the characteristic of the management and practice of this part of the establishment affords the best example, and lays the foundation for the right discharge of all the other duties of the Infant-school.

From the "preparatory" they are, at the end of a few weeks, transferred to the Model-school, where the effect of the moral filtration above described is very apparent, in the order that prevails, in the facility with which they are managed, and in the even progress of the school employments. The Committee thus explain their views of this school:—"In the Model-school, which forms the third step in the course, the instruction is somewhat more systematic and connected. The objects proposed, in addition to the exercising of the faculties of perception and conception, are to give the children a little simple information on subjects about which they have been previously interested, and to exercise their memories in storing up the knowledge they may gain; to make the moral instruction arise as much as possible out of the events of the day, habituating the children to try their dispositions and conduct by the standard of the Bible."

Again, "The object in view is to develope and rightly to direct the minds of the young children; to lead them to observe and

compare, to form right judgments upon the things with which they are in immediate contact, and the events of daily occurrence. When an animal, or the picture of an animal, is brought before them, it is not that they may be instructed in the science of natural history,—far from it; but that they may exercise their faculties in discovering the different parts of the animal, and their adaptation to the instinct and habits given to it by the great and wise Creator,—a habit of mind that will make them in after-life good practical observers of nature, and of God's hand in the works of nature; for when a piece of coal, or chalk, or flint, is brought forward, it is not with any idea of teaching the children mineralogy, but that their faculties may be exercised in observing the different properties of these objects and others that daily fall under their notice, discovering how they are adapted to the use to which they are applied, and learning gratitude to that God who has given different qualities to different substances, that they may contribute to the comfort and well-being of his creature, man.” “Abstract ideas are as much as possible avoided; every endeavour is made so to bring each subject before the children that they may find something analogous to it in their own experience; to draw out and strengthen the faculties; and to furnish their infant minds with correct ideas, through the systematic exercise of their senses. Hard words and technical phraseology are avoided; display is discontinued; no lessons are got up to show off before visitors; no parade of learning is made by means of terms and definitions committed to memory without being understood.”

The action of this judicious scheme of discipline and instruction is kept in harmony with the principles above professed, by the aid of the constant superintendence of certain members of the committee of the Society, and its honorary secretary. For a period of now nearly seven years, their services have been devoted almost daily to this establishment, and it is to their ability and zeal that it is principally indebted for the position it at present holds.\*

Regulating the daily practice of the school by those principles, I believe they are justly entitled to say, that they have no need of “excitements or of looking to rewards and punishments as an essential stimulus,” and that the children are “almost as willing to learn as the master to teach.” The model-school, and especially the “juvenile” section of it, appeared, at the period of my visit, to afford a satisfactory example of the capabilities of the infant-school system, in laying the foundation of improved habits and character, and aiding the first efforts of the opening mind.

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\* The demand for the books, prints, and other materials for infant-schools at the Society's depot (Gray's-Inn-lane), sufficiently attests the estimation in which these publications, &c. are held by the promoters of such schools. There cannot be a doubt that they have very greatly contributed to improve schools of this kind, and to cause the infant-school system generally to be better appreciated.

The Committee advert to the difficulties experienced and the time lost in teaching children, who have been neglected until they are six or seven years old, the simplest truths and the commonest elements. The infant-school smooths by anticipation these difficulties, and supplies that good and early training in the way in which they should go, to children whose lot is so cast that they have little hope of receiving it at home.

The mode of instruction applied to the "juvenile" section is the simultaneous, united with a due portion of individual examination. A proper quantity also of separate and individual application is secured on each subject of the daily routine. The progress that had been made was satisfactory. There are about 50 children in this section of the school, between the ages, on an average, of seven and ten. The object in forming this class was to give the infant-school teacher some experience in the management and instruction of children of a rather more advanced age, should the circumstances of the neighbourhood in which they might hereafter be placed, occasion children of those ages to resort to their schools. Some of the children in this class are being brought forward as assistants or pupil teachers. Eight are at present in the course of training, and it may be expected that many valuable additions will be made from time to time to the numbers of infant-school teachers, from the pupils of the parent school. Among the pleasing features of the establishment in general was the spirit of good-will and mutual kindness that prevailed. Its results appeared conspicuous in that portion of it, the juvenile section, in which character is naturally most developed. And here also the Committee had not thought it beside the scope of their institution to avail themselves of the aid of national poetry and national music, to feed the young mind with elevating thoughts, and inspire a love of country. The class reading-books in common use in schools for children of that age and place in society are not without historical selections contributing to the same end; but the prominence is seldom given to these subjects which they deserve, considering the importance of warming the heart and kindling its early sympathies by examples of generosity, patriotism, and virtue.

It has been already noticed that an endeavour is made to avoid as much as possible "hard words and technical phraseology," and to divest the method and substance of every branch of instruction of all approach to pedantry. This error, which is especially to be guarded against in an infant-school, must, notwithstanding, be apt to make its appearance where the teachers in training are in various grades of progress. But a far graver error than this fell under my observation, in the attempt to keep a school register of "daily character," which is indicated by marks made by the teacher, and denoting the conditions of "Very good, Good,—Indifferent," &c. The teacher is instructed to have

reference "in marking the character of his children," to the following, among other, "moral qualities," namely, "Conscientiousness,—Attention,—Kindness and obligingness,—Obedience,—Respectfulness,—Self-denial,—Truthfulness,—Trustworthiness." He registers any proofs which he may observe of the absence of these qualities by marks bearing the meaning of "Indifferent," "Bad," "Very bad," as the case may be; and their presence, either as indicated by outward acts, or as presumed from his knowing nothing to the contrary, as "Very good," or "Good." The daily Register is summed up in the "Monthly Register of Character," and this again transferred to the Register of yearly progress; containing, in addition to the common and easily ascertainable facts as to progress in reading, arithmetic, &c., the column of marks for "Obedience," and "Conscientiousness." This "Register of conduct" is stated to be only an experiment, and to have been in operation only about three months; and I believe that it will be discontinued.

The objections to a proceeding of this kind apply nearly with equal force, whether to the attempt to register these qualities in cases where the teacher presumes them to exist, because he knows nothing to the contrary, or to the habit of noting them down in those particular instances in which their existence for the time being has been manifested by outward actions. In the first case, the teacher aims at what clearly lies beyond the reach of all human judgment. Being unable to penetrate into the minds of the children, he has no warrant for saying, that because he has no overt act of transgression to set down, they have therefore been "conscientious, attentive, kind, obedient, truthful." Any approach to an assertion of this kind involved in a general character read out to them of "Good," "Very good," &c., however it may be explained to them as the attempt of a fallible being, and the expression of a hope rather than a certainty, can scarcely fail to be a dangerous experiment on the delicacy of conscience, and on the natural openness and sincerity of childhood, and appears to lead very directly to a habit of mischievous self-deception. I was informed that "the children were much interested by the reading out of the marks of character monthly, and that it operated as a great inducement to good conduct." With every feeling of respect for the able managers of this institution, I regret to state my conviction that nothing but the very early age of these children could prevent this error of practice from being attended with the injurious consequences above adverted to. The child is pleased at hearing this "goodness" imputed to it, though it may be conscious that the praise is undeserved. It is tempted therefore to enjoy the consciousness of successful concealment, and the risk is incurred of leading it to think more about avoiding detection than overcoming the disposition to offend.

With regard to the second case, that of marking the instances in which the existence of those moral qualities may have been manifested to him by outward actions, he is liable to fall into another error arising from the same incapacity of forming a just judgment. He gives a "good mark" for the instances in which "good actions" have come under this notice; but he must necessarily be unjust to the far better ones which may have escaped him. Many other objections might be pointed out. It will probably be sufficient simply to add that all which the teacher is able to do with certainty, and also with safety, is to notice and record the absence of any of these qualities, as evidenced by facts. Instances may come under his observation of their opposites; acts denoting disobedience, inattention, unkindness, a want of conscientiousness, &c., and these he may place on record, to mark his disapprobation and produce amendment.

To this, I believe the register will be for the future confined. I have, however, felt it necessary to notice the arrangement which I found in existence as a part of the routine, though only, up to that time, as an experiment.

I forward, with the other documents, an abstract of the receipt and expenditure of the Society from its commencement (February, 1836,) to the present time; conveying clear evidence of liberal yet economical management. The heads of arrangement are—of receipts; "Donations and subscriptions, sermons, &c., books of the Society sold to teachers. Sums collected by teachers, board, &c., of teachers." Of expenditure.—"Rent and taxes, repairs, alterations, &c. Furniture, salaries, superintendents, lecturers, &c. Agent at Liverpool, &c. Advances to teachers for travelling expenses, &c. Books supplied to teachers; printing, advertising, stationery, postage, and other incidents. House-keeping, &c.; coals, candles, &c.; votes in aid of schools; per centage to collector. For model school—whitewashing, cleaning, &c.; master's and assistant's salaries, exclusive of children's pence; interest of money borrowed." I add also a copy of the cash account from February, 1842, to February, 1843. The general result is, that the receipts of the last year were 2,278*l.* 2*s.* 5*d.*; the expenditure 2,265*l.* 0*s.* 3*d.*, and that the debt of the Society amounts to 470*l.*

Their Lordships are especially desirous to be informed respecting "the general principles by which the Society is regulated in reference to the church, and to the several communities of Protestant Dissenters in this country." I forward a copy of the rules and regulations of the Society (Appendix II.), from which it appears (Rule 4) that the Society "will educate masters and mistresses of different religious denominations, if holding the fundamental truths of the Bible, and of decided piety." By Rule 2, they define the object of the Society to be "the improvement and general extension of the infant-school system, on



Christian principles, as such principles are set forth and embodied in the doctrinal articles of the Church of England." About one-third of the teachers who have passed through the establishment have belonged to the Dissenting denominations. Of the 200, of whom some particulars are given in a former page, 118 belonged to the church, and 82 to dissent. These 200 were of those who had presented themselves voluntarily to the Society to be trained with the view of being recommended to schools. The proportion of teachers sent by local Committees to be trained is, however, very different in this respect, nine out of ten being members of the establishment. Of those present at the Institution in May last, 35 were of the church, and 18 were dissenters. The former are lodged in the house of the Society in Gray's-Inn-lane, under the immediate care of the matron superintendent; the latter are accommodated in the house in an adjoining street before adverted to, under the training master and his wife; but though boarded separately, they receive all instruction during the week in common. On Sundays, the matron attends those under her charge to the parish church; the rest frequent their respective places of worship. It is sufficiently plain, from many expressions in the published reports of the Society, that the religious principles which it favours are those of the "Evangelical" section of the Established Church. No clergyman is attached to the institution. The Society have repeatedly offered 50*l.* a-year to secure the attendance of a clergyman, but without success. The doctrines of the church are taught to those who belong to it by a gentleman of undoubted ability and attainments, a member of the Committee, who volunteers his services in giving lectures on religious subjects twice a-week. As this arrangement appears conformable with the principles of the Society, I do not feel called upon to offer any remark upon it in its bearing upon the nature and quality of the religious instruction, or upon the mode of conducting the daily worship; but considering the importance of the position occupied by an establishment for training teachers, considering the difficulties surrounding the many duties involved in such an undertaking, and that qualifications of no ordinary kind would find full employment in dealing with them effectually, it would seem, in an educational point of view, most desirable that an establishment such as this should have the benefit of the daily supervision and services of a gentleman of attainments, as rector, or chaplain, or otherwise attached publicly to the institution in some recognized capacity. I am far from undervaluing the ability, acquirements, and zeal of those who have hitherto voluntarily devoted themselves to the arduous task of laying the foundations, and promoting the stability and progress of this establishment, or of those who have so successfully applied their talents to the scarcely less arduous duties of the daily routine of instruction. But voluntary superintendence, however able and

zealous, can seldom be as constant and uniform as must be desired in a large Educational Institution, or as effectual to maintain each department in its proper grade of efficiency, as the uninterrupted care and attention of a highly educated and responsible superior.

I have, &c.

(Signed)

SEYMOUR TREMENHEERE.

J. P. Kay Shuttleworth, Esq.,

&c.      &c.      &c.

## APPENDIX I.

*The Graduated Course of Instruction pursued in the Model Schools of the Society brought into one view.*

### I. RELIGIOUS INSTRUCTION.

*1st step: Moral Impressions.*—The children of this gallery are very young, direct religious instruction can scarcely be attempted at first, but their moral sense is to be cultivated, and moral habits formed. For instance, little acts of obedience are to be required from them—their conduct towards each other regulated, and little conversational lessons are to be given upon the kindness of their parents and teachers, with a view to develop the feeling of love, and to instruct them in their duties.

*2nd step: First Ideas of God.*—The object, as the children advance, is to produce the first impressions of their Heavenly Father—to lead them to feel somewhat of his power from its manifestation in those works of his with which they are familiar; and somewhat of his benevolence, by comparing it with the love shown them by their parents and friends.

*3rd step: A Scripture Print.*—The story to be gathered from the picture, by directing the attention of the children to it, and by questioning them. A portion of the Scripture should be given, that the children may connect the narrative with the Bible, and receive it as Divine instruction. The children should also be encouraged to make their remarks, by which the teacher may ascertain how far their ideas are correct. The object of the lesson should be to make a religious and moral impression.

*4th step: Scripture Narratives.*—The incidents or characters should be chosen with a view to inculcate some important truth or influential precept. Elliptical teaching should be introduced to help the children to receive the story as a whole, and to sum up the lesson. In giving these lessons, the story itself should be either read from the Bible, or partly read and partly narrated, and pictures only used occasionally, to illustrate and throw interest into the subject. Teachers ought well to consider the different positions that pictures should occupy in the different stages of instruction.

*5th step: Scripture Illustrations of Doctrines and Precepts.*—Narratives, chosen with a view to inculcate some of the most simple and

fundamental doctrines of Christianity. For instance, sin, its nature, introduction into the world, its consequences, and the remedy provided for it in the sacrifice of the Saviour. As the children advance, some lessons to be given to illustrate the natural history of the Bible.

**NOTE.**—In the first or early lessons on Scripture narratives, the truth or precept should be drawn from the story by the children. In the later lessons, the precept or religious truth or duty may be stated as the subject of the lesson, and the children required to discover what Scripture narratives illustrate the truth or precept they are considering.

*6th step.*—A course from the Bible, or a course on the Natural History of the Bible. On Monday, Scripture geography.

## II. OBJECTS.

*1st step.*—Distinguishing or naming three or four common objects, and telling their uses; or distinguishing and naming the parts of common objects, and stating their uses.

*2nd step.*—*One Object* chosen that exhibits in a remarkable degree some particular quality, that the idea of that quality may be developed. *Another*, having distinct parts, which the children are to discover, and of which they are told the names.

*3rd step: One Object.*—The children to find out the qualities that can be discovered by the senses alone; also to distinguish and name the parts.

*4th step: Miscellaneous Objects, Metals, Earths, Liquids, &c. One Object.*—The children to extend their observations to qualities, beyond those which are immediately discoverable by the senses. *A little simple information* to be given at this stage on the natural history or manufacture of the object, after the children's observation has been called out.

*5th step: Several objects.*—The children to compare them, and point out their points of resemblance and difference.

## III. TOYS.

Model toys of kitchen utensils, common carpenters' tools, &c., naming them, and telling or showing their uses.

## IV. PICTURES.

*1st step.*—Groups of objects or single figures,—naming and talking about them.

*2nd step.*—Part of the lesson to be on the recollection of a picture used in a former lesson—part on a picture of common objects.

## V. HUMAN BODY.

*1st step.*—Distinguishing the principal parts of the human body, the teacher naming them; or the children exercising any part of the body as directed. This lesson should be accompanied with considerable action, to animate the children.

*2nd step.*—Distinguishing the secondary parts of the body. This lesson to be extended to the parts of the principal parts of the human body, the teacher continuing to name them: a good deal of action still to be used.

*3rd step.*—Distinguishing the parts of the principal parts of the human body—the children naming them, and telling their uses.

## VI. FORM.

*1st step.*—Distinguishing the patterns of shapes for the purpose of developing the idea of form—the children to distinguish them—no names being used.

*2nd step.*—The children continuing to select the patterns of shapes, according to the one shown; when perfect in this, they may select all those that have the same number and kind of edges, and the same number of corners.

*3rd step.*—The children to determine the number of sides and corners in planes, whether the sides are straight or curved; also to learn the names of the planes.

*4th step.*—A solid is shown, and the children select all those that resemble it in some points; the names of the solids are not to be given. The letters of the alphabet to be examined, and the number and direction of their lines to be determined.

*5th step.*—To determine the length of different measures, learn their names, and practice the introductory lessons on Form in "Model Lessons," part ii.

*6th step.*—The course of lessons on Form in "Model Lessons," part iii.

## VII. ANIMALS.

*1st step: A Domestic Animal.*—A picture or a stuffed specimen may be shown. The children to be encouraged in talking about it, to say what they observe or know, without reference to any arrangement, the aim of the instruction being to elicit observation, to cultivate the power of expression, and especially to encourage humane and benevolent feelings towards the inferior creation. At this stage it is well sometimes to allow the children themselves to propose the animal that they are to talk about.

*2nd step: A Domestic Animal.*—Children to name its parts, colour, size, and appearance. An attempt should be made in this stage, at a little arrangement of the subject, but it should not be too rigidly required. One principal object should be to encourage humane and benevolent feelings towards the lower animals.

*3rd step: A Domestic Animal.*—Children to describe the uses of domestic animals, their different actions, and with what limb they perform any action, the sounds they make, our duties with respect to them, &c. These alternate weekly with

*4th step: Animals and Human Body.*—The children to describe where the different parts of the human body are situated, and to compare those parts with the parts of animals, pointing out in what they are alike, in what they differ, and how fitted to the habits and wants of man, or of the different animals. See course in "Model Lessons," part i.

*5th step: Wild Animals.*—Children to tell their parts, colour, size, and appearance; to point out how particularly distinguished, and to learn something of their habits and residence; being led to perceive how the animal is fitted by the Almighty for its habits and locality.

## VIII. PLANTS.

*1st step.*—Naming the parts of plants, and telling their uses to man, as food, &c.

*2nd step.*—See course in "Model Lessons," part ii.

## IX. NUMBER.

*1st step: First Idea of Number.*—The idea of the numbers from 1 to 5 or 6, to be developed by the use of the ball frame and miscellaneous objects, as exemplified in Reiner's introductory lesson "Lessons on Number," reprinted, by permission of the author, for the use of the teachers of the institution, in "Papers on Arithmetic;" to which may be added many additional exercises, such as those in the 1st and 2nd sections of "Arithmetic for young Children," &c.

*2nd step: First Idea of Number.*—The idea of the numbers from 6 to 10 to be developed by the use of the ball frame, as before; also the first and second exercises in "Model Lessons," part i., to be used as directed in that work.

*3rd step: Addition and Subtraction.*—The remaining exercise under section I, also the whole of the exercises on subtraction in the same work.

*4th step.*—The more difficult exercises in "Model Lessons," part i., &c., accompanied by selected exercises from "Arithmetic for Children."

*5th step: The Four Simple Rules.*—Exercises on the four simple rules, in number from 10 to 100, from "Papers on Arithmetic," and "Lessons on Number;" also simple explanations of the rules, leading the children to think of the operation they have been performing; also, by numerous exercises, to lead them to perceive some of the general properties of number.

## X. COLOUR.

*1st step.*—Selecting colours according to a pattern shown, and arranging colours, no names being used.

*2nd step.*—Learning the names of the different colours, and selecting them when called for by name.

*3rd step.*—Distinguishing and naming colours and shades of colours, and producing examples from surrounding objects; with exercises on beads of different colours.

*4th step.*—Distinguishing and naming shades of colour, and producing examples from memory.

*5th step.*—The lessons in this step to be given on a specific colour; the children are also to learn from seeing them mixed, how the secondary colours are produced from the primary.

## XI. DRAWING.

From the age of the juveniles, and also from drawing not coming under the head of "Gallery Lessons," the following course of exercises cannot be so well arranged into stages for the various schools. It is also thought desirable that one of the courses of lessons should be presented in a continuous form, that the extent and variety of exercise which they are intended to give to the mind may be observed. The courses form two series of exercises, commenced in the infant-school, and completed in the juvenile-school.

*First Series—To Exercise the Eye alone.*

*Measuring relatively.*—Let the children determine the relative length of lines drawn in the same direction on the slate, *i. e.*, which is longest, which is shortest, &c. Whenever there is a difference of opinion, prove who is correct, by measuring.

Determine the relative length of lines drawn in different directions on the slate.

Determine the relative distances between dots made on the slate.

Determine the relative difference of the distances between different parallel lines.

Determine the relative size of angles.

Determine the relative degree of inclination of lines from the perpendicular—first, by comparing them with a perpendicular line; drawn in another part of the slate—and afterwards without this assistance.

The same exercise with horizontal lines.

Determine the relative size of circles, and then of portions of circles.

Children called out to divide straight lines, drawn in different directions, into 2, 3, 4, &c., equal or given parts, the others to state their opinions as to the correctness with which the operation has been done.

The above exercise repeated with curved lines in different directions.

NOTE.—Several of the above exercises may be applied to the lengths, &c., of the objects and pictures in the room.

—*Measuring by current Standards.*—The teacher to give the children the idea of an inch, nail, quarter of a yard, foot, half a yard, and yard, which, at first, should be drawn in a conspicuous place, for the whole class to see.

To decide the length of lines.—First practise the children upon the inch, then upon the nail, and so on up to the yard; continually referring to the standard measures.

NOTE.—These exercises should be continued until the eye can decide with tolerable accuracy.

Determining the length of lines combined in various rectilinear geometrical figures.

Determining the circumference or girth of various objects.

Determining distances of greater extent, such as the floor and walls of the room, the play-ground, &c. &c.

*Measuring by any given Standard.*—Measuring sizes, heights, lengths, &c., by any given standard.

How often a given standard will occupy any given space, with respect to superficies.

### *Second Series—To Exercise both the Eye and Hand.*

Before commencing these exercises, it would be advisable to give the children instruction (in a class around the large slate) with regard to the manner of holding the pencil, the position of the hand in drawing lines in various directions. This will be found to diminish the labour of attending to each individual separately. Instruction as to the position of the body may be left till the children are placed at the desks.

NOTE.—The standard measures, used previously, should be painted on the walls, or placed conspicuously before the class in some manner, both horizontally and perpendicularly, in order to accustom the children to them.

The children to practise drawing straight lines in different directions, gradually increasing them in length. First perpendicular, second horizontal, third right oblique, fourth left oblique.

To draw lines of given lengths and directions.

To divide the lines they draw into given parts.

To draw curved lines in different directions, gradually increasing in size.

To try how many angles they can make with 2, 3, 4, &c., lines.

To try what they can make of 2, 3, 4, &c., curved lines. Then proceeding to copies; first copying those formed of straight lines, then those of curved lines.

To draw from copies.

NOTE.—In the course of forming figures out of straight and curved lines, the children should be taught to make the letters of the alphabet.

## XII. GEOGRAPHY.

*1st step.*—The course consists of the following series of lessons: 1. The cardinal points. 2. The semi-cardinal points. 3. The necessity of having fixed points. 4. The relative position of objects. 5. The boundaries of the school-room. 6. The boundaries of the play-ground. 7. The relative distances of the parts and objects of the school-room. 8. The relative distances of the parts and furniture of the school-room marked on a map, drawn on the large slate or black board with chalk, before the children. 9. The scale of a map. 10. The relative positions and distances of different places on a map of the neighbourhood. 11. The map of England. 12. The map of the Holy Land.

## APPENDIX II.

### *Rules and Regulations of the Society.*

(Established February, 1836.)

I. That this society be called "The Home and Colonial Infant School Society."

II. That its object be the improvement and general extension of the Infant School system, on Christian principles, as such principles are set forth and embodied in the doctrinal articles of the Church of England.

III. That with this view it proceeds—

To obtain individuals of character and piety, "apt to teach," and to qualify them by appropriate instruction for masters and mistresses.

To afford existing teachers the means of improvement, and to recommend them to schools as occasions offer.

To appoint inspectors to visit existing schools, and also places where schools may be required.

To circulate information on the Infant School system; to correspond with the friends of infant tuition in different parts of the world; to print and publish proper lessons; provide school materials, &c. &c.

IV. That, considering it the province of the local committees of Infant Schools to select their own teachers, the Society will educate masters and mistresses of different religious denominations, if holding the fundamental truths of the Bible, and of decided piety.

V. That this Society will not interfere with the committees of local Infant Schools, or require from them any pledge to adopt its plans or use its lessons.

VI. That this Society shall consist of a patron or patroness, vice-patrons or patronesses, president, vice-presidents, a general committee, an executive committee, a ladies' committee, a treasurer, secretary, and such other officers as shall be necessary.

VII. That the general committee shall elect from its own members the executive committee, on whom the immediate management of the affairs of the Society, with the appointment and discharge of its officers, shall devolve.

VIII. That the executive committee be empowered to call a meeting of the general committee, whenever they shall require its assistance or advice, or deem it for the interests of the Society so to do.

IX. That, on the requisition of any three members of the general committee, the secretary shall call a meeting of such general committee, giving three days' notice thereof, for the consideration of any matter, to be named in such requisition.

~~X.~~ That the general committee shall always meet once every year before the annual meeting of the Society, to consider the report and review its proceedings.

XI. That five shall form a quorum of the general committee; and in case of an equality of votes, the chairman shall have a second or casting vote. The general committee to have full authority, in case they differ with the executive committee, to overrule its decision, and make such other arrangements in the matter objected to as they may think fit.

XII. That every subscriber of one guinea annually be considered a member of this Society.

XIII. That every person giving a donation of 10*l.* 10*s.* be considered a member for life.

XIV. That an annual subscriber of 10*l.*, or 5*l.* for two years consecutively, be allowed to have one teacher received into the institution, and educated gratuitously.

XV. That any local committee of an Infant School which may subscribe one guinea annually shall be entitled to the books, lessons, &c., published under the sanction of the Society, to the extent of one-half that sum; and any local committee subscribing two guineas or more to be entitled, in addition to the books, lessons, &c., as before, to the services of an inspector, on payment of his travelling expenses only.

XVI. That a meeting of the subscribers and friends of the Society shall be held each year, before whom a statement of the Society's affairs shall be laid.

XVII. That the general committee shall be empowered to alter any of these rules and regulations.

XVIII. That of any such alteration proposed to be made, notice in writing shall be given by the secretary at least fourteen days previous to each member of the committee; and that a majority of two-thirds of the members present at any meeting, specially convened for the purpose, shall be necessary to authorize such alteration.



## REPORT ON THE INSPECTION OF MR. AUBIN'S SCHOOL OF INDUSTRY AT NORWOOD.

By SEYMOUR TREMENHEERE, Esq.,  
*Her Majesty's Inspector of Schools.*

SIR,

105, Pall Mall, August, 1843.

By request of the Poor Law Commissioners, and with the consent of my Lords the Committee of Council, I have inquired into the present state of the contractor's establishment at Norwood, with reference especially to the education of the pauper children committed to his charge.

Their Lordships are doubtless aware that the remodelling of this establishment took place in the autumn of 1839. Previously to that period, the system of management pursued there was similar to that which prevailed in other establishments of the same kind in the neighbourhood of London and elsewhere, and was in accordance with the opinions which then commonly regulated boards of guardians in the disposal of the early years of the children left on their hands. That system is fully described in the volume on "*The Training of Pauper Children*," published by the Poor Law Commissioners in 1841. Its main features appear to have been the following:—The children, collected together from various parishes, were placed, in numbers ranging between 500 to 1000, under the care of "*Contractors*," who received them under their roof, and for a stipulated payment per head per week, boarded, clothed, and caused them to be, to a certain limited extent, instructed. Being for the most part the offspring of the lowest of the population, orphans, illegitimate, deserted, and sometimes children of imprisoned or transported felons, or of parents habitually abandoned to vice and sunk in pauperism, they brought with them some of the characteristics of the class to which they belonged. Those among them who entered these establishments near the age of puberty were found to have contracted vices and bad habits incidental to the many adverse circumstances of their unfortunate condition. Even younger children are described as being either insolent or dull, "*cowed*," and afraid to look up; in disposition, deceitful and selfish; in morals, addicted to thieving, lying, swearing; accustomed to no restraint, and ignorant of the first principles of religion. These defects of character and conduct were very imperfectly met by the course of management then pursued at the establishments above adverted to. Any outward acts resulting from bad principles or ill-regulated dispositions were promptly followed by punishment, or repressed by strict discipline; but little or no attempt was made to reach

the root of the evil by gradually establishing a totally different habit of thinking and feeling, by rectifying, step by step, their perverted sense of right and wrong, by winning their confidence, and opening to them an entirely new and grateful source of satisfaction, in the belief that the measures adopted towards them, whether of discipline or instruction, were conscientiously intended for their good. The slight instruction they received did little to expand their minds or develop their affections; and the manual occupations in which they were occasionally engaged, — sorting bristles, making hooks and eyes, and picking oakum, — prepared them for none of the ordinary callings of life, and disgusted them with labour of every kind. The consequences were that, from the difficulty of obtaining situations, in which they might gain an independent livelihood, the children so brought up remained for many years a burden on their respective parishes; and that when at length they had been apprenticed to small tradesmen, at a considerable cost, as the only means of getting rid of them, they are often thrown back upon society for their permanent maintenance either as paupers or criminals. The proceedings taken, by the advice and assistance of the Poor Law Commissioners, for the re-organization of some of these establishments in the neighbourhood of London, are described in the volume above mentioned. The last Report upon the subject, referring especially to the improvements introduced into the School of Industry under Mr. Aubin's management at Norwood, bears date the 1st December, 1840; and the success which had attended the experiment up to that period is described as being, under the circumstances, satisfactory. Two years and a half have elapsed since that Report was written. During the whole of this time the various demands of other duties have prevented those under whose more immediate superintendence these new regulations were introduced, from giving to the course of their progress and development that attention which they felt to be desirable. They have been constrained to limit themselves to casual visits at long intervals, and to trust to the principles which they have laid down and the agency they have employed, for bringing the results in any degree up towards the level which they deem it practicable to attain.

Many of the original advantages remain; most of these have been already pointed out in the previous Reports, as inseparable from establishments of this nature, in which the interest of the contractor must be taken into account in any proposed expenditure for the benefit of those under his care. The imperfect arrangement of the buildings increases in many respects the difficulties in the way of moral improvement. Defects have developed themselves in the daily routine and elsewhere; and a laxity has arisen in the observance of a few of the regulations. Some drawback,

also, has been experienced from time to time, by changes of masters, and the removal of pupil teachers; the services of those who had contributed to exhibit so favourable an approximation to the arrangements and modes of teaching approved by the experience of the continent having been frequently solicited for situations of equal importance in other parts of the kingdom.

There were present at the establishment, at the beginning of this month, 997 children. These were thus distributed: belonging to the boys' school 364, to the girls' school 272, to the infants' school 170; the remainder were in the nurseries or sick wards. Among those in the schools there was a general appearance of health and cheerfulness. The routine of the day proceeded with complete order and regularity, and without apparent effort on the part of the masters in enforcing it. The kindness, frankness, and simplicity of manner maintained by the master towards the children manifested its effect in the reciprocal confidence it had inspired, and in the easy and unembarrassed, yet respectful demeanour of the children towards them. There were no indications on any countenance of gloom, suspicion, or fear. Among themselves, whether in their classes, their workshops, or at their recreations, they seem to be regulated by a spirit of mutual kindness, forbearance, and good-will. The chaplain and the masters report that the moral tone that has been established is eminently satisfactory. Thefts of any kind, improper language, or harsh conduct, are very rare. If anything is lost, it is quickly restored to its owner. The property, whether of the establishment or of each other, is respected. If exceptions occur, they are almost entirely confined to new-comers, who, however, soon find themselves without support in public opinion, and fall in with the habits that prevail.

### *Boys' School.*

The 364 boys whom I found on the register of that school are four days in the week in their classes, and two days in the workshops learning their respective trades. The number of hours per week during which they are under instruction in the school ranges, according to their class and other circumstances, between  $17\frac{1}{2}$  and  $22\frac{1}{2}$ . The following is a specimen of its mode of distribution, for the highest and the lowest class:—

## WEEKLY TIME-TABLE of Norwood Boys' School.

	Bible, Reading, Examinations, and Catechism.	Reading, (Class Books.)	Arithmetic.		Tables.	Writing.	Geography.	Music.	Total Hours per Week.
			On Site.	Pestalozzian.					
			FIRST CLASS.						
For boys who are in the work-shops, on—	hours.	hrs.	hrs.	hrs.	hrs.	hrs.	hrs.	hrs.	
Monday and Thursday	4	4	2½	1½		2½	1	1½	17½
Tuesday and Friday	4	4	3½	2½	1	2½	1½	1½	20½
Wednesday and Saturday	4	4	3½	2½	½	3	1½	1½	20½

## SEVENTH CLASS.

Monday and Thursday . . .	4	5½	2½	..	1	2½	2	1½	17½
Tuesday and Friday . . .	4	7	3	..	2½	3	2	1½	21½
Wednesday and Saturday . .	4	6½	3	..	1	3	2	1½	22

There are four masters, each having the charge of two classes. About 40 boys are present daily in each, the remaining third of the total number being engaged in the workshops. The classes are arranged in four rows of parallel desks, each row slightly raised above the one before it. The master stands in front of the class, and has the assistance of a pupil teacher for each. These are boys who have been selected from time to time from the upper class for their abilities and good conduct, and who continue to receive instruction from the masters in the evenings, with the view of preparing them for the duties of teaching. Since the establishment was placed on its present footing, many boys have been brought forward for the profession of teachers; having shown an inclination and aptitude for the employment, and having improved themselves by application out of school-hours, they have been transferred to the training establishment at Battersea, and from thence to the management, at an early age, of important schools. The pupil-teachers now at Norwood are 13, averaging 15 years of age. Some already display considerable skill and energy in conducting their classes. Their zeal for their own improvement is shown in a very gratifying manner by the collection of books which they have made, with a list of which they furnished me at my request, and which I think it due to them to subjoin exactly as I received it.\* Some were presented to them by their friends;

## List of Books belonging to and purchased by the Pupil Teachers.

Davidson's Mathematics	Latin Dialogues
Ingram's Mathematics (2 copies)	Cæsar; Virgil; Delectus
Rollin's Ancient History	Latin Testament (3 copies)
French Fables	Barnes' Notes; Gospels
Giles's Latin Grammar (3 copies)	Jamieson's Eastern Manners
Academy Latin Grammar (3 copies)	Cornstock's Natural Philosophy

the rest they had purchased by means of the small weekly payments made to them for their services as pupil-teachers.

Of the 103 boys in the register of the 7th, or lowest class, 33 had been only a few weeks or months at the establishment. The junior half of the class, divided into two sections, contained 34 boys, whose average age was 9, and average time at the establishment  $2\frac{1}{2}$  years. None had been an entire year in this class; many were reported as frequently absent from sickness. The rest were learning to read from the lesson boards of the Infant-school Society; had made some progress in the Multiplication Table; could write small words on slates: could say a part of the Catechism, and knew a little of the outlines of geography. They listened to the Bible lesson daily, on the gallery, with the other junior classes. The two upper sections of this class were in a better state of progress. (Average age,  $9\frac{1}{2}$ ; average time at the establishment, three years; in this class, under one year.) The subjects of instruction were the same as above. They had latterly been chiefly instructed by the pupil teachers attached to

*List of Books belonging to and purchased by the Public Teachers—continued.*

Cream of Knowledge	Young Man's own Book
Manners and Customs of Jews	Abbot's Young Christian
Rites and Worship of the Jews	Life of Lord Nelson
Evenings at Home	The Enlightened African
Addison's Essays	Death of Abel
Plague and Fire of London	Key to Knowledge
Sketch of the Norwood Schools	Byron (Beauties of)
Paul and Virginia	Early Piety
Richmond's Annals of Poor	Concise Manual (with notes)
Life of Wellington	Bignum's Geography
Life of Buonaparte	Stewart's Geography
Chambers's Information (2 copies)	Guy's Grammar
Tytler's General History (3 copies)	Hymn Tune Book
Joyce's Arts and Sciences	Johnson's Dictionary
The Crusaders	Physical Geography (3 copies)
The Oxford Drawing Book	Bell's Algebra (3 copies)
British Story	Chambers's Geometry (3 copies)
Walker's Dictionary (2 copies)	Pinnock's History of England (3 copies)
Wood's Etymology	Pinnock's Use of the Globes (4 copies)
History of Greece	Pinnock's Natural Philosophy (4 copies)
Wonders of the World	Lennie's Grammar (3 copies)
Melrose's Arithmetic (2 copies)	Thompson's Geography (2 copies)
Park's Travels	Thompson's Arithmetic
Sacred Geography	History of the Bible (2 copies)
Chesterfield's Advice to his Son	Bibles, Prayer Books, and Hymn Books,
Guy's Geography	each
Arctic Voyages	Sturm's Reflections
Bruce's Travels	Bonnycastle's Algebra
William Tell	

**NAMES OF PUPIL TEACHERS.**

George Elliott . . . . .	aged 16	Edward Tester . . . . .	aged 15
Edwin Gyles . . . . .	15	John Sullivan . . . . .	15
Charles Hurst . . . . .	16	Thomas Jones . . . . .	15
George Baker . . . . .	16	Samel Miller . . . . .	15
Charles Lucette . . . . .	15	Daniel Farmer . . . . .	14
Frederick Siggs . . . . .	17	George Parsons . . . . .	13
Henry Brown . . . . .	16		

these divisions, who appeared to have done justice to their charge.

The 6th and 5th classes are under the third master, Mr. Coulton. Four boys in the 6th had been only a few months at the school. The remaining 36 averaged  $2\frac{1}{2}$  years there, and  $10\frac{1}{2}$  years old. They had been, with few exceptions, not above four months in this class. They had made some progress in reading, in the second book of the Irish Commissioners, and could give an account of what they read. They were very fairly acquainted with the history of the Old Testament as far as Joshua, and with the life of our Saviour; also with the questions and answers on the Church Catechism, published by the Christian Knowledge Society. All but four did a sum in Simple Addition correctly; 16, however, were unacquainted with the principles of Numeration. They had commenced writing in books, on Mülhauser's method. Of geography, they knew the general features of the map of the world, and some of the countries of Europe. These boys were backward in some important points, considering the length of time they had passed in the class below.

In the 5th class, six had only lately come to the establishment; the remaining 43 averaged four years there, and 12 years of age. Eight only had been upwards of a year in the class. The same book was read. When questioned as to the meaning and illustration of what had been read, their answers were intelligent. They showed a very fair acquaintance with the narratives of the New Testament. In the outlines of the geography of Asia and Europe they were ready and accurate. They displayed, on the whole, much mental activity, and a desire to learn. But in accuracy of reading (though in so elementary a book) there was some deficiency; also in arithmetic, nearly half the number having failed in Simple Multiplication, and one-third in the principles of Numeration.

In the 4th class, five had only recently joined the school. Of the remaining 43, 13 averaged 13 years old,  $5\frac{1}{2}$  years at the establishment, and above a year in the class; 30 averaged  $11\frac{1}{2}$  years old, 4 years at the establishment, and under one year in the class. The first detachment was slightly advanced beyond the second. All appeared backward in ciphering, many being unable to do a sum in Addition of Money. Their reading in the second book of the Edinburgh Sessional School was, as far as it went, satisfactory. The intelligence of their answers to general questions, and their acquaintance with Scripture history and the Catechism, were very commendable.

In the 3rd class, under the same master (Mr. Hood), there were only three newly arrived. The remaining 43 averaged  $12\frac{1}{2}$  years old, 4 years at the establishment, and about  $1\frac{1}{2}$  year in the class. In the technical branches of instruction they were much advanced beyond the class below. Two-thirds of the whole num-

ber wrote from dictation five lines from "M'Culloch's Series of Lessons," with a very fair approach to accuracy, both of spelling and writing. Almost all did correctly and expeditiously two sums in Compound Multiplication, and solved questions of Proportion mentally, according to the process of the Pestalozzian tables. Their reading in the lesson-book above named displayed intelligence; and they appeared to be very well prepared with the outlines of scriptural knowledge.

The second and first classes are under the head master, Mr. W. Wilson. The state of preparation in which he receives those who are removed to them from the classes below enables him to give a very intellectual character to the general course of his instruction. No very marked difference was perceivable in the general intelligence and progress of these two classes. Almost all read with ease and fluency in "Ludlow's Reading Book," a work containing selections of considerable difficulty. In the second class the first lessons are given on etymology. All the common roots, prefixes, and affixes are explained, and no word is passed over before it has been subjected to a complete analysis, and its meaning, both primary and figurative, and in the various combinations of which it may be susceptible, thoroughly illustrated. The sentence is then examined, and the rules of construction exemplified. This process is not only valuable as a mental exercise, but as inducing a habit of accuracy both of thought and expression. A boy who has gone through these "lessons on language" is in a condition to read any author, if not with the certainty of collecting his meaning, at least having learnt the right way to arrive at it, and with an indisposition to rest content with indistinct ideas. He has been taught how to learn one thing well, and that his own language; and feeling that he possesses the first essential instrument of self-improvement, he will be the more anxious to use it.

In these two classes there were only six boys, who had recently been sent to the school. The remaining 82 averaged about 13½ years old, and about five years at the establishment. In such points of general information as they had gathered from their class-reading books they were ready and accurate. They were thoroughly grounded in the principles of the Christian doctrines, and those who had been longest in these classes showed that they possessed a fund of scriptural knowledge, betokening much and creditable attention. In a few particulars the technical branches of their instruction fell short of the point which, under the circumstances, appears attainable. The geography taught, not only to these classes but in all the others, is too much confined to mere outlines. No attempt is made to combine these with an account of the climates, general features, natural productions, and the condition of the people, of various countries, as arranged by Mr. Sullivan, in his useful school book, "Geography Generalized."

The exercise of writing from dictation, or from memory, to test the power of spelling, and to give the habit of applying the art of writing, with propriety, to the ordinary transactions of life, is neglected. The first classes, indeed, are engaged on Monday mornings in writing on their slates, from memory, the substance of one of the sermons of the day before; but at the time of my visit only 12 out of 41 in the first class were able to satisfy the test of writing the substance of a recent lesson with any accuracy. The writing in the copy-books was carefully attended to throughout the whole school. Some few boys had attained a proficiency which would admit of their being allowed to copy into their books extracts from authors, conveying points of useful information, or passages of poetry or prose embodying elevated sentiments in beautiful language. This privilege might be given to the most industrious, who might also be encouraged to employ their leisure time occasionally in this manner. The book or books so filled at the school would, probably, be much valued by the possessor in after-life. In arithmetic, the most advanced boys in the first class were in Practice and Decimals. They were also able to reduce Compound to Simple Fractions by the mental process taught by the Pestalozzian tables. Without reducing the time given to these exercises, so valuable as a discipline to the reasoning faculties, and giving so clear a view of the principles of calculation, it seemed very practicable to carry the common arithmetic much further than is here practised. There appears to be no reason why the whole of each class should be confined to the same rule at one time. The assistance of the pupil teacher would enable the master to subdivide each class without inconvenience. It is very desirable that the Arithmetic Progress Roll (of the Kildare Street Society) should be used here. Each boy's name should be entered upon it, with the date of his advance from one rule to another. It would also greatly conduce to the efficiency of a school such as this, that a general progress roll should be kept for the entire number of boys and girls on the establishment, (with the exception of the Infant School,) on the plan given in page 569 of this volume. In an establishment of this nature, which cannot receive that frequent supervision that in every educational institution is desirable, some permanent record of the state of progress of each child is the more necessary. I am inclined to urge this more particularly, because I found that several who belonged nominally to the boys' or girls' school did not attend either, or only at irregular intervals; the excuse being precisely the one which should be least admissible,—that they were too old. A tabular record also of each periodical examination should be kept, for the purposes of comparison with the results of the succeeding one.

Many other matters of detail called for observation. The manner of passing the Sunday does not appear to be quite in con-



formity with the original regulations. The very frequent presence of the chaplain, (The Rev. Joseph Brown,) however, both on this and the other days of the week, has, as was to be expected, been mainly instrumental in establishing a tone of religious feeling and principle highly satisfactory. After the hours of Divine service on Sunday, and constantly on other occasions, his room is open to all who choose to come to him; it is soon filled with children from both schools anxious to participate in his advice or instruction; he becomes acquainted with their characters and dispositions, their wants and wishes, and the most friendly, or rather parental, relations appear to have resulted from this most beneficial intercourse. It is probably impossible for any one, not in the situation of these children,—who perhaps before had never known kindness, whose sympathies had never been awakened, and who had never heard the voice of affectionate admonition,—fully to estimate the value they set upon that kind of intercourse, or the attachment that it calls forth. Many interesting particulars of the “state and progress of the Norwood schools in reference to religion,” are related by the chaplain in his small publication on this subject, from which I have given some extracts in the Appendix. The departures from the previous routine and the strict letter of regulations formerly in force, are, as regards the Sunday, the following:—The assembling in the school-room for three-quarters of an hour in the morning, under the head monitor, for repetition of collect, learning a hymn, verses of Scripture, &c., has been discontinued. During a large portion of the day the children are left under the care of the drill-master or an attendant. They are not furnished with appropriate means of self-instruction. It is to be apprehended, therefore, that, with a large majority in the schools, the Sunday passes, after the hours of Divine service, in a manner not altogether the most desirable.

The understanding with previous masters, that the children should at no period of the day be left without the superintendence of one of them, has not been acted upon with those now at the school. The regular weekly walks have been much interrupted, the masters very seldom accompanying them. The girls are not taken outside the walls once in three months. Thus some of the best opportunities of improving the habits and characters of the children, and of attaching them to their teachers, are lost.

There are six masters attached to the establishment, and three female assistants. The employments of the masters occupy them in the school on four days of the week  $6\frac{1}{2}$  hours, on one  $7\frac{1}{2}$  hours, on one  $3\frac{1}{2}$  hours. On Sundays only one is present during a portion of the day. It will probably not be difficult to make such arrangements as will divide the vacant time between them in such a manner as will produce no irksome confinement, while it restores a regulation indispensable to the proper moral training of the school.

Formerly, the boys who were at the workshops during the day received an hour's religious instruction in the evening; this has been discontinued. The time given also to the instruction of the monitors was rather more than at present. As they have a classroom for private study, and are disposed to make good use of that advantage, they have not, perhaps, much suffered from the change; but as regards all the rest, in both schools, who might be inclined to improve themselves out of school-hours, either during an available hour before breakfast or in the evening, much time is lost, which the constant presence of a master would dispose and enable them to take advantage of. Linear drawing has ceased to be taught; it is, however, I understand, about to be resumed. The singing appeared to be not so accurate as it has been. A lending library is much wanted in both schools; the books to be delivered under proper regulations, and, while lent, to be inspected daily by the pupil teacher of each class. [These have since been provided by Mr. Aubin.] The chaplain's lending library is well furnished and much used.

I can anticipate no difficulty in the correction of the deviations from previous discipline above pointed out, or in supplying the few defects that have been noticed. In estimating the state of the establishment as it is, both as regards moral training and instruction, the class of children to be dealt with must be taken very prominently into the account, and from whence they come.\* No stranger can fail to be struck with the marked characteristics of physical inferiority pervading them; stunted growth, ill-formed heads, coarse features; the various evidences of hereditary disease, and of the squalid poverty in the midst of which they received their first nurture. Under such circumstances, naturally productive of a low degree of mental capacity, no very great progress can be expected from the most careful teaching. What has been effected by the means pursued may be considered as encouraging. The result of from 18 to 20 hours of good instruction per week has been exhibited. In addition to this, each boy is in the course of learning a useful trade, together with habits of industry and subordination. The routine in the workshops, and the drilling of the sailors' class on the mast and at the guns, proceeds as usual. The gymnastics and the mast-drill are very favourite recreations, and tend greatly to develope strength, skill, and character. The

\* Children at Mr. Aubin's Establishment, Norwood, August 4, 1843:

From the City of London union . . . .	341
From the East London union . . . .	219
From St. Saviour's parish . . . .	160
From St. Martin's parish . . . .	112
From Clerkenwell parish . . . .	74
From St. James's parish . . . .	29
From Camberwell parish . . . .	62

marching drill is continued daily. Since June last, 172 small garden plots have been marked out in the exercise ground. They are in a fair way to be productive; much neatness has been already shown in their management, and they appear to be a source of great gratification. That the combined operation of this moral, intellectual, and industrial training has been to relieve the respective parishes from the burden of maintaining the children belonging to them at an earlier age than formerly is shown by the present state of the school. The average age of 70 boys in the seventh or lowest class (omitting in each case those who had been only a few months at the establishment), was 9 years and 7 months; the average age of the 122 boys in the sixth, fifth, and fourth classes, was  $10\frac{1}{2}$ ; and of the 119 in the three highest classes, a fraction under 13.

But, on comparing the present condition of the boys' school with the state in which I found it at successive visits three years ago, I perceive a deterioration in some important particulars. Before enumerating these changes, it may be well to recapitulate their causes. During the last two years, the schools have not been under the immediate inspection and charge of any person interested in the progress of elementary education. The head masters of the boys' school have been successively removed to higher trusts. One of them is now the head master of the central school of the National Society; another is the head master of the village school at Battersea. One of the former assistant masters has for some years been employed as an organizing master for the National Society; another is a master in the lower school of the Royal Hospital at Greenwich, and others have been in a similar manner promoted. These changes are signs of the reputation which the instruction they were in the habit of giving had acquired, and I have no doubt the public have gained greatly by the examples of good teaching exhibited at this school. The masters by whom they have been succeeded were appointed at a period when the former superintendence of the school became impossible. The new masters are zealous, energetic teachers, but they have had no opportunity of acquiring some of the arts by which not only was the efficiency of the school maintained at a higher standard, but a peculiar character impressed upon it.

Under these circumstances, the instruction of the lower classes appears to be less successful. The lessons in which children reproduced in writing the instruction on objects given in the gallery, &c., have fallen into disuse. The instruction in geography has become less intelligent and more mechanical; and the children are not as carefully superintended in the play-ground as formerly for the improvement of their manners and habits.

On the other hand, the technical instruction in the higher classes has been cultivated with great success, and the condition of these classes in most of the departments of positive knowledge

taught in elementary schools reflects great credit on the energetic labours of the head master, Mr. Wilson.

The general condition of the school would be improved, and its moral state refined and elevated, if the masters were to recur to that frequent and watchful care over the conduct of the children in the play-ground, and those other details of management by which so remarkable a change was wrought in so short a time in the condition of these schools a few years ago.\*

#### *Girls' School.*

This school had been under the care of the master, Mr. Mitchell, two years and a half. There were on the school roll 272 girls; of whom, on each day, 60 were employed at industrial work (namely, 32 at washing, 10 in the laundry, 10 in the sick and other wards, 6 in the kitchen, and 2 in the house), 106 at needle-work, and 106 under instruction in their respective classes. Of the total number (272) 120 (comprising all who attend to the industrial work) are in their classes during only one-half day (of about three hours) in every two. The time of the remaining 150 is divided between their classes and needle-work. While, therefore, the latter receive 14½ hours of instruction per week in reading, writing, ciphering, &c. (exclusive of one hour a-day of the Bible lecture, common to all), the 120 girls attending to the industrial work only receive a little more than seven hours' teaching per week in the common branches. This is a manifest deviation from former arrangements, under which it was intended that the time of the girls, like that of the boys, should be pretty evenly divided between industrial and intellectual instruction. There were 47 in the first (or highest) class; of these 39 were present, averaging in age 12½, and six years at the establishment. Nine were above the average age; the acquirements of these, and generally of all the others whose time in their classes weekly was so short, were in a marked degree behind the rest. Some wrote very indifferently, and were unable to do the common arithmetic rules; the progress of the rest, especially of those who were the longer time under instruction, was more satisfactory. Many read with fluency and correctness, and wrote well and with propriety a passage dictated from their class-book (Leitch's Juvenile Reader). The whole were backward in ciphering; but in their acquaintance with the outlines of geography, with Scripture history, and the Catechism, they showed very favourably the effect of a skilful and intellectual mode of teaching. An evident interest had been excited in all the subjects of instruction, and their minds roused to exertion. Several were pointed out as being in the habit of making notes of the Sunday's sermons, filling both sides of a slate. The relation between themselves and their master was satisfactory;

\* I am happy to say that since this Report was written much progress has been made in both the schools in remedying the defects pointed out.

he had secured their confidence, and acquired an influence that operated very favourably on their general conduct. He was subject, however, to much discouragement, by the withdrawal of so many from under his eye during so large a portion of their time.

Of the 53 in second class, 41 were present; of these 4 had lately joined the school. Of the remaining 37, the average age was  $12\frac{1}{2}$ , and five years at the establishment. All read very fairly. Twenty-nine take their turn at the industrial work, and are consequently among those whose technical instruction is limited to seven hours per week. They were backward accordingly. Eleven could not write decently a simple sentence; the rest of the class performed it creditably. The arithmetic of the whole was not in a proper state of progress. They knew a little of the outlines of geography and grammar. Their answers on points of general information showed that their faculties had been awakened; and their acquaintance with the Scriptures and the Catechism bore testimony to the minuteness and care with which their lessons on those subjects had been explained.

There were present in the third class 38; of these 9 had recently joined the school. The average age of the remaining 29 was 12 years, and their time at the establishment three years and three quarters. The 15 most advanced were able to write a simple sentence fairly; but they read only in a very elementary class-book (besides the New Testament), and know very little of ciphering. The rest of the class were still more backward in the technical branches. The same remark applies to the 38 of the fourth class, whose average age was  $11\frac{1}{2}$ , and time at the establishment three years and a half. In the four subdivisions of the fifth or gallery class, exclusive of 13 who were of weak intellects, or who had only just joined the school, there were 21 going through the first steps of learning to read, and making only slow progress. Almost the whole of the 88 examined below the second class were not properly advanced in the technical branches of instruction, though the effect of the daily gallery lesson on religious or general subjects was visible in the very fair store of both which they possessed, and in the intelligence manifested by their answers. The backwardness of this portion of the school in the common elements is to be accounted for in this manner:—First, 45 out of the above-mentioned 88 are only under instruction of this kind during seven hours of the week. Secondly, the time and attention of the master is divided between the whole five classes in every branch of their instruction. The number present in classes during each school-time exceeds 100. The total number that come under the care of this master is about 270. I consider it indispensable to the satisfactory progress of this school that an assistant master should be provided to superintend the junior division; the more so as I conclude that the arrangement will forthwith be altered which limits the technical instruction of

120 children belonging to it to seven hours per week. Some subsidiary alterations which I pointed out to Mr. Aubin as desirable, he has, with his usual readiness to promote the well-being of those under his charge, signified his intention to carry into effect without delay, though at no inconsiderable cost.

The *Infant School* under Mr. and Mrs. Gardner preserves the excellence that has distinguished it during the five years that it has had the benefit of their superintendence. The air of cheerfulness, and the complete discipline, bear testimony to the gentleness and firmness of the management that has been pursued. There is no attempt at producing a premature mental excitement by teaching. The gallery lessons are simple, and designed chiefly to inculcate a sense of right and wrong on proper principles, and to awaken observation. Mr. Gardner has used the Phonic method of teaching to read during the last two years. He states that he is able to teach the alphabet by its means with one-tenth of the difficulty that it previously cost him. The elder children are able to read the lesson boards, to write small words, and to say part of the Multiplication Table. The girls learn to sew. The drawing with chalk on the blackened wall was found a useful introduction to writing. Very fair specimens of pencil-drawing were shown, which were in the course of being finished. The health of the children was remarkable, which Mr. Gardner attributes to the cleanliness and the constant exercise which he enforces, both out of school and on the gallery, &c., by way of relaxation between the various employments. He makes a point of being present during their dinner hour. Several hymns had been learnt, and are sung with pleasing effect. The character and progress of the children whom I found advanced from this school into the two others, indicated the advantages they had derived from the judicious guidance their earlier steps had received.

I have, &c.,

(Signed)

SEYMOUR TREMENEHEERE.

J. P. Kay Shuttleworth, Esq.,

&c.      &c.      &c.

## APPENDIX I.

### *Instructional Letter from the Poor Law Commissioners to the Chaplain of Mr. Aubin's Establishment for Pauper Children at Norwood.*

SIR,

IN appointing you to superintend and conduct the religious instruction of the pauper children trained in Mr. Aubin's establishment at Norwood, the Poor Law Commissioners are desirous of conveying to you their views respecting the arrangements by which your important services may at the earliest period be rendered most efficient.

The Commissioners do not presume to suggest what course shall be adopted in the inculcation of the essential doctrines of Christianity, a

duty arising out of your sacred functions which they have no doubt you will discharge, as it is their earnest wish you should, so as to be satisfactory to your diocesan, but they conceive it their duty to make you acquainted with the relation which the religious instruction of these children holds to those peculiarities in their condition attributable to circumstances to which they have been exposed, or which arise out of the design of the institution in which they are placed, as effecting the position they are to occupy in after-life. By attention to such facts, the Commissioners believe your instructions may be in such harmony with the other agencies employed for the moral training of the children as greatly to increase the efficiency of those means, and, under the blessing of God, to promote the success of your own labours for the moral and religious improvement of the children.

It is important that you should remember that the children are chiefly orphans, or deserted by pauper parents, or illegitimate, and sprung from the most wretched, ignorant, and demoralized portion of the metropolitan population.

Fortunately, the majority were of tender age when they were admitted, otherwise, their familiarity with scenes of gross intemperance, with the habits and language of dissolute men and women; ~~their~~ habituation to filth, disorder, and violence; the neglect of religious observances, and the practice of positive vices in which they have been reared, would render almost insuperable the difficulties obstructing all attempts to restore them to the world, cleansed from impurity, and furnished with principles and habits to sustain them in a course of well-doing. Some children will be found so depraved by the continual influence of these circumstances, as to become objects of peculiar solicitude, not merely on account of the efforts required for their own reformation, but the means necessary to prevent their contaminating their associates in the school.

The secular instruction, and the moral and industrial training, adopted in the several departments of the school, are designed to counteract the vicious tendencies already given to the dispositions of the children. The teachers will rear them in habits of industry, cleanliness, punctuality, and order. They will be taught to speak the truth, and trained to be kind to their fellows, to be respectful to their superiors, to preserve whatever is intrusted to them, to be honest and subordinate. They will be informed how they may best secure themselves against the vicissitudes of life, and what are the consequences of vice. Such practical lessons will pervade the secular instruction and the moral training of the school; but it is also desired that the sanctions of religion should be the foundation of this instruction, and that the relation between the present and future condition of the children, the claims which religion has upon their thoughts, and the influence it ought to exert on them in all the practical duties of their lives, in their households, and in society, should be carefully depicted.

The Commissioners are desirous that all other departments of religious instruction should be conducted according to your own sense of the duties of your sacred office; but you will permit them to describe in what way your superintendence may at once be brought into active co-operation with the other expedients adopted for the moral training of the children, by establishing a plan of instruction in which the

sanctions of religion may supply the best motives for a discharge of the practical duties of life.

The Commissioners have enjoined that prayer be said every morning and evening in the school. It is not necessary to say that, in order to be useful to children, such a daily service should not occasion weariness; probably the service should not exceed a quarter of an hour, during which a portion of Scripture should be read, a hymn or part of a hymn sung, and a prayer offered. If the verses read be selected (whether from one chapter or from two or more portions of Scripture) so as to illustrate some one precept or thought, or doctrine, and the hymn be chosen with a view to throw further reflected light on the same idea, which may also pervade the prayer, it is believed that, with due solemnity and kindness of manner, the attention of the children may be aroused and sustained during the service. Sometimes it may be useful that each alternate verse of the brief selection made should be read simultaneously. In order that the hymn may be sung with propriety, the Commissioners have directed the children to be trained in psalmody; and they confide to you the selection of the verses, as also of the hymn and the prayer. With this view the teachers are directed to await your instructions in this matter.

One hour daily is to be devoted to the reading of the Scriptures in those superior classes of the school which are able to read fluently in the Old and New Testament. The object of this lesson is, not to improve the children in the art of reading, in which the classes so employed are supposed to have attained considerable proficiency, but to enable the children to attain such a knowledge of the Holy Scriptures as may, in after-life, exercise a practical influence on their thoughts and conduct.

The Commissioners recommend that these lessons be given to classes of 40 or 50 children, arranged at the parallel desks, and that the simultaneous method of instruction be as much as possible adopted, tested by special individual interrogatories, and written answers, both immediate and from memory. This method is commended to your adoption, because the Commissioners entertain a strong conviction that you will find it useful in sustaining the attention of the children, in awakening their sympathies, in calling their feelings into active exercise on the important subjects to which it will be your duty to direct their thoughts, and, in short, in bringing their minds into the closest harmony with your own.

The Commissioners are desirous that you should personally conduct the religious instruction of one class at this hour daily, and that you should give such directions as you may deem necessary to guide the teacher in the instruction of any other class to which it may be desirable that similar instruction should be conveyed at this appointed hour.

Every class, and consequently every child in the school, will thus, at least once every week, have the benefit of your religious instruction, though the children able to read in the Old and New Testament will probably claim a greater portion of your time, because they may be expected to leave the school soon.

The Commissioners further express to you their sense of the importance of regulating the order of reading the Scriptures from day to day, during the appointed hours of religious instruction, by some



method which may serve to show the connexion between the historical and prophetic writings of the Old Testament, and the Gospels and Epistles of the New. The great success which has attended the system of biblical instruction conveyed by Mr. Wood, the conductor of the Edinburgh Sessional School, induces the Commissioners to solicit your perusal of his "Account" of that institution, and your special attention to the method adopted in that school in the biblical instruction of the children. The weekly recapitulation of previous lessons appears an important part of the plan pursued by Mr. Wood.

The hour devoted to religious instruction should be punctually observed, care being taken to commence and conclude the lesson precisely at the appointed period. This is necessary, not only for the maintenance of order in the routine of the school generally, but because certain children may, by the provisions of 19th section of the Poor Law Amendment Act, be withdrawn from the school during this period; and as it may be convenient to allot this interval to the teaching of such licensed ministers as the parents or natural guardians of such children may appoint for that purpose, greater inconvenience would result from a want of punctuality in this portion of the daily routine than in any other.

If the afternoon were selected for this purpose, you would probably find it desirable to conduct the evening prayer from time to time personally.

The Commissioners wish your attention to be directed to the accomplishment of their desire, that the children who are on alternate days employed in the workshops, should on those days read the Scriptures, either at the hour appointed for religious instruction or at such other time as may be most convenient.

You will appreciate the propriety of selecting, for the use of the teachers, such forms of grace and thanksgiving at meals as you may consider most suitable to the understanding of the children, and in closest harmony with the design of the establishment. The Commissioners have directed Mr. Aubin to supply a sufficient quantity of Bibles, Testaments, and books of Common Prayer, and they intrust to your direction the steps to be taken for making the children (not withdrawn from your care) acquainted with the Catechism and formularies of the Church.

The master employed to teach the children psalmody has been directed to instruct them in chanting those portions of the ritual directed to be sung, in order that Divine service may be conducted with greater solemnity on Sundays. This, the Commissioners have reason to believe, will obtain your cordial approval.

With respect to the moral and religious state of the household on Sunday, the Commissioners are anxious to require that no work which can be avoided shall be performed on that day in the household, either by the children or servants. Divine service will be conducted by you at a convenient hour, in such a manner as you may conceive most desirable.

The Commissioners perceive how difficult it is to preserve in such an establishment, not merely a proper degree of outward decorum, but to inspire the children with a sense of the importance of the objects to which Sunday is consecrated, without introducing such austerity and

gloom or restraint as may impair the permanency of the impressions which are sought to be conveyed. The Commissioners, therefore, recommend to your especial attention the regulation of the whole routine of the school during that day.

The Commissioners are glad to be informed by you that your discourses are carefully adapted to the capacities of the children, both as respects the nature of the subjects selected and the parental manner in which they are treated. Inasmuch as the method you adopt appears well calculated to draw forth the sympathies of the children, and to arouse their feelings in favour of the truth which it is your duty to teach, the Commissioners hope it may be expected that your pastoral care will be more useful than if your method resembled that adapted to the public instruction of adults.

The Commissioners invite your attention to the plans of instruction, and moral and industrial training, pursued under their direction, at the hours not devoted to religious instruction. They are anxious that, by such visits to these departments as your leisure may allow, you should have an opportunity of ascertaining to what subjects the attention of the children is directed during the hours of regular instruction; what are their attainments generally; what means are adopted to rear them in correct moral habits; and what success attends these agencies; in order that you may thus be enabled to acquire such a knowledge of the diurnal domestic occurrences of the school as may afford you the means of bringing your pastoral labours into constant practical relation with the moral wants and susceptibilities of the children.

Registers of the time each child is employed in the workshops, laundry, or other household work are kept by their respective superintendents; and Commissioners hope you may deem it consistent with your other duties to give attention to these registers, in order that no child may be so employed at any other than the appointed period.

In one respect, the Commissioners feel that in establishments in which children are separated from society into an almost conventual seclusion, some risk of failure must be encountered from a want of the habit of self-direction amidst temptations to folly or crime, which habit can only be fully acquired by mixing with society in which the child must ultimately be exposed to such temptations, unless precautionary measures are diligently pursued.

Domestic education frequently fails, because this habit has never been formed; and, it is to be feared that, as society is constituted, no admonitions, how careful and skilful soever they may be, can compensate for the want of means to train a child in the avoidance and resistance of temptations to error.

To the formation of this habit of self-direction, you will find that a large portion of the attention of the teachers is given.

Periods of sickness will, of course, afford you opportunities for impressing the minds of the children with a sense of their religious duties and responsibilities, of which the Commissioners are aware that you will be anxious to avail yourself; and they trust the arrangements of the sick-wards will be such as will afford you the best facilities in this respect.

They have directed the medical officer of the establishment to keep, in some conspicuous place, a tabular statement, in terms which will

enable you, by a reference, to determine what claims the sick-wards have on your attention.

Sliding Date.	Name.	Age.	Class.	Diseases.	Intensity marked—
					S. i. e. Sick. D. i. e. Dangerously ill. C. i. e. Convalescent.

The devout plan pursued by the Church, and in hospitals, and other public institutions, of remembering the sick and afflicted in Divine service on the Sunday, as appointed in the Rubric, will doubtless be observed by you ; for, omitting all notice of whatever other claims the practice has on your attention, you will feel how useful is its tendency in bringing children to sympathise in each other's afflictions, whose prospects are so equal, and whose happiness will be so greatly affected by the success or failure of the efforts made for their moral and religious training.

As your acquaintance with individual character becomes more intimate and general, your opportunities of usefulness will be greatly enlarged by such private admonition and encouragement as circumstances may appear to suggest or require.

The Commissioners are desirous that you should obtain from Mr. Aubin, and the teachers in his establishment, the most constant assistance ; and to this end they have considered it important to convey to them a copy of this letter, which they have the less hesitation in doing, because they have the means of knowing that the views which are set forth therein not only will obtain a ready acquiescence from you and them, but that you are personally anxious for more frequent opportunities to carry into execution the method of religious instruction described in this letter.

Signed, by Order of the Board,

E. CHADWICK, *Secretary.*

## APPENDIX II.

EXTRACTS from a SKETCH of the STATE and PROGRESS of the NORWOOD SCHOOLS in reference to Religion. By the Rev. JOSEPH BROWNE, M.A., of Queen's College, Cambridge, Chaplain to the Schools. 1842. (Roake and Varty.)

HAVING passed the threshold of the institution, we may now commence with the morning, and notice the way in which religion shows itself during the day. Before the children leave their bed-room a prayer is read in each room by a monitor or monitress, ending with the Lord's Prayer ; this will probably be about six. At half-past six or seven, they

breakfast, before and after which, and before and after every meal, grace is chanted, the children all standing, their hands being raised, and, to prevent distraction, their eyes closed. At a quarter-past eight they assemble for family prayer, when a hymn is first sung, then a chapter or psalm is read, and a prayer, as appointed for this service, ending with the Lord's Prayer, in which the children join.

The next occasion in which religion appears is during the first hour of school, which is devoted by the whole either to reading the Scripture, explanation thereof, or such other religious instruction as the several attainments of the children, arranged in their different classes, enable them to receive.

About six in the evening, all assemble for family worship, and on retiring to rest prayers are read in each room, by a monitor or mistress, as in the morning.

These arrangements slightly vary as to time during the winter months, and they necessarily differ on the Sabbath, on which day there is Divine service, in the morning at ten and afternoon at half-past two. In the course of the sermon I sometimes catechise the children, or perhaps, I should rather say, make the sermon catechetical. After the morning family prayer on this day the children remain three-quarters of an hour, or till they have learned the collect, or verses in Scripture, or hymn, or portion of catechism required.

The following regulations, a copy of which is suspended in the school, will show the Sunday and daily arrangements upon religious subjects :—

*“ Chaplain's Instructions.*

“ Family prayer to be every morning before the hour of school, and immediately after the dismissal of the monitors' class in the evening.

“ 1st. A psalm or hymn to be sung, the children standing.

“ 2nd. The Scriptures to be read.

“ 3rd. The prayer as provided by the chaplain, ending with the Lord's Prayer, the children kneeling. Reading the Bible and other religious instruction the first hour after the commencement of school, except on Wednesday and Saturday, on which days it is from half-past ten till half-past eleven. The first and second classes to have the above lesson last on Friday afternoon.

“ The Church

“ The faith and duty of a Christian } Catechism twice every week.

“ The elementary or the Scripture

“ Prayers in the dormitories in the morning at the hour of rising, and in the evening on retiring to rest.

“ Divine service every Sunday in the morning, and afternoon or evening; family prayer at half-past eight o'clock in the morning, and after supper in the evening. After morning family prayer, the children to assemble in their respective classes till half-past nine.

“ First and second classes to say the Collect.

“ Third and fourth to say one hymn.

“ Fifth and sixth to say one verse of Scripture and one of hymn.

“ Seventh and eighth to say one verse of Scripture.

“ Every child may receive a Scripture ticket, and leave the school as soon as the lesson appointed has been said.

"The monitors to take care the classes are supplied before service with a sufficient number of Bibles, prayer-books, and hymn-books.

"The hymn tunes practised by the singing master on Friday to be sung by the children on Sunday."

In the wards for the reception of sick children, or those in a state of convalescence, and in the nurseries for children too young for the infant school, there is family prayer morning and evening, and a copy of the following rules placed in each :—

*"The Nurse in this Ward is requested to attend to the following Rules.*

"That a psalm or hymn, a chapter in the Bible, and a prayer, as directed by the chaplain, be read every morning at nine, and every evening at six.

"That she report to the chaplain any improper behaviour or word of any child, or of the ward girl, during the time they are under her care.

"That she be particularly careful as to the cleanliness and ventilation of the ward.

"That she immediately report to the superintendent nurse any sudden or unexpected change in the state of a child.

"That she administer all medicines in exact accordance with the orders of the medical officer.\*

"That she do not suffer any wine, beer, or spirituous liquor to be introduced by parents of the children, or in any other way, except ordered medicinally.

"That she be exceedingly circumspect in her own conversation and example, and endeavour to be as kind and forbearing, patient and good-tempered, as it is possible to be towards her little patients; and respectful to all who may be in authority over her.

"That she and the ward girl attend Divine service alternately on the Lord's Day, and conduct thither as many children as are fit to leave the ward, taking special care to inform the chaplain of any child requiring the prayers of the congregation."

To preserve that order among the servants and nurses so necessary in a large establishment, and without which nothing can go on well, and to take care that the minds of the children shall not, if possible, suffer by the bad conduct and example of those who are older, there is a superintending matron, whose duty it is especially to watch the conduct of the servants towards each other, and, as with a parent's eye, to observe their conduct towards the children. The outline of her duty may be seen in the following

*"Rules for the Superintendent Matron :—*

"To assemble all the female servants at seven o'clock in the morning and evening for family prayer.

"To report the absence of any one without sufficient cause.

"To see that the nurses attend strictly to the rules for the direction of their conduct.

\* There is a resident medical officer, whose services are most valuable; in addition to which, W. Street, Esq., of Norwood, attends almost daily, and whose anxiety for the health of the children, and kindness of manner to them in sickness, cannot receive too much praise.

"To report the least impropriety of conduct she may observe in the female department, whether toward each other or to the children."

"To report the passing of any improper present from the friend or friends of any child or children to the nurse or nurses."

"To attend Divine service on the Sabbath, and to see that those under her care regularly attend."

\* \* \* \*

The attention the children give to my wishes, the manner in which they will crowd into my room without an invitation, the time they will remain to listen to my conversation, often rather than go to their meals, if I would allow them, could not be if I had not their affections.

One day, when the children about to be confirmed were in my room and under examination, the friends of one or two arrived; and though some time would probably pass before they saw them again, I had great difficulty in persuading them to go to their friends.

Not only do I visit the establishment during the hours of instruction, but spend much time between or after those hours, and this, I apprehend, has been the time when my humble efforts have been very useful; indeed, with the exception of my public ministrations, probably the most useful. My habit is to go into my room, and leave the door open; they know they may enter—it is soon quite full. My first remark may be as to their wants, or if they have anything to communicate; and then I give them leave to put any questions they please. These are usually of a religious nature, or if not, after a time I bring them to it. We then sometimes sing, and if the subject seems to lead to prayer, we kneel down and pray; all this may probably occupy 15 or 20 minutes.

Frequently the party consists of infants, and of course I shape my *talk* according to my *hearers*. These parties vary as to frequency; too often I am obliged to dismiss them after a few moments' conversation by the pressing calls of other duties of the establishment; however, I devote much time to these meetings, feeling they are most beneficial to the children. It is also one of my plans to go to the workshops, and say I shall be in my room at the hour their work ceases; they never fail to be with me, and the same sort of religious instruction as before described goes on. At other times I talk to them when at work, taking a trade, or the person who followed it mentioned in the Bible, as the topic of conversation: Simon the tanner, Peter the fisherman, Paul the tent-maker, David the shepherd, Joseph the carpenter, and many others, will occur to the mind, as affording from their history subjects for catechetical conversation, which for children is the best kind.

I often take a seat and place myself during the hours of play before the gallery in the girls' school; this is no sooner done than the whisper that I am there runs through the play-ground; the girls flock in, place themselves in the gallery without the least intimation from me, and in five or six minutes it is filled with anxious countenances, panting, as it were, for some conversation upon the best of subjects. As in most of my conferences, we first sing a verse or two of one of their favourite hymns; then, it may be, some questions are put connected with the verses, or I read a short extract from the memoir of a child, previously marking the most interesting parts, or a few verses in the Bible, and

hold conversation similar to that in my room, and, in 15 or 20 minutes, leave them.

Among many pleasing recollections connected with the girls, I may mention that one of them went to live where she discovered the children were not acquainted with a prayer, and never uttered one before they went to bed, or when they rose in the morning. She commenced teaching each of them a little prayer she had from me when at Norwood, nor did she tire in her work, but taught each child its prayers, and to say them every night and morning.

That the minds of many of the children are occupied in a profitable way in their leisure hours is evident from the many questions put by them, clearly arising from previous conversation among themselves. "Is it wrong to mark a prayer on a sampler?" said two little girls to me one day, who no doubt had been discussing the question. "Is it wrong to play on Good Friday?" was another inquiry. "Has she, Sir, any godmother when she has not been christened?" said one, as she brought her companion, both under nine, to be convinced by my decision. Aware that I often allude in my sermon to any impropriety of the week, I one day had the following note given me by a boy:—

"Sir,—If you please, Mr. Brown, would you speak to G. T. and R. G. on Sunday, for they are always teasing the boys that took the sacrament; and if you please would you ask them how they would like it themselves?"

"From J. B."

One Sunday a request to reprove another in my sermon was made in the following words:—"A. B. has taken something not her own; give her a lesson this afternoon in the sermon, will you, sir?" nor did this request arise from any other feeling than that of doing good to the offender. "What can I do about the sacrament?" was the anxious inquiry of a boy when he was going to sea; he felt he should be out of the reach of those public means of grace he so highly valued. On my first visit, after a temporary absence, two of the boys came to me, saying, "It is as you said, sir, the Sunday before you left." "What did I say?" said I. "That probably," was the reply, "some one would die before you returned; and one has died."

\* \* \* \*

Knowing the importance of keeping an eye upon the young after they leave and go to service, I assemble them once a-year, and so renew our acquaintance, and advise, praise, or censure them, as they need; having first inquired of their employers how they go on, and what their faults or excellences may be. From the lad above alluded to, I received the following note, in answer to my printed invitation to come to the annual meeting; it shows at least gratitude and thoughtfulness:—

"Sir,—I feel *very thankful* for the interest you take in the welfare of the poor boys and girls; and I hope you *will be rewarded by your heavenly Father* whom you serve. Dear sir, I shall be very proud to come to see you and my former school-boys, for it is *what I have long wished for*.

"I remain your humble servant,

"A. B."

Reference has been made to confirmation: it may be well here to speak of it. I have long felt that, at least for the poorer classes, it is most desirable it should be administered early. Sixteen years of age may suit the rich; the poor man's child is, in many instances, completely cut off by not being admitted earlier; add to which, the kind and amount of instruction now generally given to the young prepare the child at 13 or 14 more satisfactorily than he used to be at 16. The children of the poor mostly leave school before or when 14; and never are their minds in so fit a frame for that holy rite as at the time they leave; besides, they grow too proud, or too timid, to come to the six or eight weeks' examination most clergymen properly require before confirmation, and so thousands are never confirmed.

I am much inclined to think confirmation has a greater influence upon the conduct in after-life than we are aware of. The results of my inquiries at gaols and penitentiaries respecting the confirmation of their inmates, I add, under the hope our Right Reverend Prelates, should it meet their eye, may be led to consider the question; and, as his Grace the Archbishop of Canterbury, in the case of Norwood, kindly did, admit the children of the poor who go out as servants and apprentices, or to work for their living, at 13 years of age. If permission were given to the clergy to exercise their discretion in the matter, instead of declaring a particular age, no evil would arise. It must also be remembered that many a child at 12 or 13 is of more understanding, and probably of deeper religious feeling, than some at 15 or 16.

It seems impossible for me to pass this question without alluding to the great kindness of his Grace, in holding a confirmation at All Saints' church, Norwood, on purpose for these poor children, and so to spare them numerous inconveniences. Nor would I omit to acknowledge the kindness of the incumbent, the Rev. E. Harden, on this and many other occasions. His Grace's kindness stands in beautiful contrast to those who, in reference to these poor outcasts, seem to think there is almost more than human difference between us and them, and to say, like those of old, "Come not near me, for I am holier than thou." I have known the presence at church of the inhabitants of a poor-house objected to; and within the last ten years I have even been requested to use my influence in persuading such to walk a different road from that on which other inhabitants of the parish took their usual exercise.

The marked difference in the conduct of the children confirmed has been most gratifying. The year after my appointment to the chaplaincy about 44 were christened whose parents had neglected this duty. The necessary examinations, for all were of age to answer for themselves, brought me to a close acquaintance with the state of their minds, and probably led me to think still more seriously of the great importance of confirmation before they left the institution. Having the permission of the Lord Archbishop of Canterbury to send all of 13 years of age and above, I had the great pleasure of presenting more than 200, and to hear from his Grace that he was delighted with the manner and feeling of the children during the interesting and valuable ceremony. It was highly gratifying to me to see the tears of several, touched no doubt to the heart by the imposing and important scene.



Is it too much to hope their hearts were also touched by the Spirit of the Lord?

For more than three months a large portion of my time was occupied in the use of different means of preparation for a profitable attendance on this ancient rite of our church. I would particularly allude to one pleasing circumstance: a few days before the confirmation I gave paper to all, with a request they would write their thoughts upon the subject; many were the pleasing though short replies returned to me; the following are a few I have selected, as showing, in some measure, their state and feelings. The reader will kindly remember the writers are but children:—

(Errors in spelling have been corrected.)

“ I think that confirmation stops young people, as it were, on their way through life, and makes them reflect on their past conduct; and it also is, in general, the time when young people are led to reflect more about their souls: and this reflection leads them to repent of their sins, and to ask God for his grace and forgiveness, and so they are brought to the Lord.

“ Confirmation is a very solemn thing, and I think it is very dangerous to be confirmed in an improper state of mind. What a very bad thing it must be for young persons to be confirmed and then go on in their sins, just as if they knew nothing of a Saviour who died to redeem mankind from the slavish chains of Satan and of sin, and just as if there were no fear of God before their eyes. I sincerely hope and trust that, after I have been confirmed, I shall not be like those I have just before described; and I hope that all those who will go to be confirmed may come away with the great blessing of God-upon them; and that we may all meet in heaven, singing the praises of God and the Lamb for ever and ever. I think this will do—the 35th hymn, and the first and second verses:—

“ ‘ How great was the day when the Spirit came down,  
To make the blest cause of the gospel more known;  
To tell the disciples the truth they must preach,  
And give them commission all nations to teach!  
Blest, heav’nly Dove! still thine aid we implore,  
To teach us to worship, to praise, and adore.  
Without thee, thy gospel can never prevail,  
And all our endeavours to serve thee must fail.’

“ ‘ The Acts of the Apostles, 8th chapter and 17th verse—‘ Then laid they their hands on them, and they received the Holy Ghost.’

“ A. B.”

“ I think that confirmation is a very beautiful rite, and the cause of many turning to the Lord Jesus; and it is very likely that we shall not sin so willingly if Jesus is with us; and it is no good being confirmed if we do not go looking for the grace of God, which is to be obtained by prayer. And I hope that I and many may be the Lord’s, through his almighty power; and I pray to God that I may be confirmed in true faith, and all who are to be confirmed.

“ C. D.”

"The laying on of hands is a ceremony which has always been used in the Christian church. It seems to be a natural and significant way of denoting the blessing of any person; and if we would signify that anything is communicated from God through the ministration of man, we can scarcely imagine any other outward sign which could express this so well as the stretching out, or the laying on of the hands; we scarcely ever find the laying on of hands mentioned without prayer. When Jacob laid his hands upon the sons of Joseph, he prayed to God, and said, 'The angel which redeemed me, bless the lads.'

"E. F."

"I think that our Church is very kind in procuring such a good and interesting rite as confirmation, and I think that confirmation is a very good thing for those who are fit for it, and also who are prepared for it; and I hope that when I go, I may, by God's help, go in the Spirit; and when I come back, that I may feel that God is my father, and that he will be on my right hand and on my left hand for ever, doing me good; and I am sure that if I go with a pure heart and a right spirit, the Lord will be with me; and I hope that, by God's help, I may be enabled to do my duty towards all men, and never swear, nor tell lies, nor steal, but always be God's child.

"G. H."

"I think it is a very good rite, and if we go up with a right mind, and with our hearts in a right way, it will be attended with good consequences; therefore we must pray to God to remove all evil thoughts out of our hearts; those who do go to be confirmed must not play on the road, nor be thinking about other worldly things, but they must be thinking about the Saviour. I think confirmation is a very useful rite, and if we determine, through God's help, to amend our lives, we shall be greatly benefited by it; but if we go away from the church no better than we went, we shall receive the greater damnation.

"I. J."

"I think confirmation-day is the happiest day of life to young persons, for at that ceremony it is thought there are more persons converted than at any other. I also think that is very bad of those who have been confirmed to go on in their bad ways the same as they used before. I hope I shall not be one of that sort.

"K. L."

"I wish to be confirmed, and I hope that I may go to be confirmed in a right mind, and that I may have God's Holy Spirit poured out upon me at the time that I am being confirmed.

"Lord of light, and life, and glory,

Pour thy richest blessings down

On th' assembly now before thee,

Through the merits of thy Son.

God of heaven,

We would now approach thy throne.'

"M. N."

"The meaning of the word confirmation is to make sure, and I think it is a very good thing, for you might continue to go on committing sin, and never at all think about your soul; and you would very likely not stop yourselves except you were to repent by God helping you; so confirmation, as it were, stops you going on in your sins."

"The proper age that children ought to be confirmed is about fourteen years, but it is no matter what age you be, for God will in nowise cast any one out."

"I know it is of no use me going to be confirmed, without I be in a right state of mind. I must leave off sin, and put on the Lord Jesus Christ. I likewise know it will be of no use to me if I go unprepared, and go for pleasure; but it will be of great utility to me if I go in a sincere manner, and watch against all trifling things of this world, and also bad thoughts and bad words, and be quiet, so that God may send his Holy Spirit down to me; unless I do these things it will be of no importance to me."

"I must not only watch for a blessing, but I must also pray for one; and if I do so God will grant me my request, for it says in the Bible, 'Ask, and it shall be given to you; knock, and it shall be opened unto you.' I must pray for the Holy Spirit before I can do such things as I have alluded to, for without his help we can do no good thing. I must ask God to change my heart of stone, and pray to him to melt my heart. It is the work of the Spirit to do such things; it is he alone that can enable me to fear and love God, and to keep his commandments; and then, if I have all these things granted to me, I shall be confirmed; for we are not sufficient to do anything of ourselves, but our sufficiency is of God. St. Paul says he could do all things; this seems rather an extraordinary thing, but you should mark what he says at the latter part of the verse. It says he could do all things through Christ; and so could I do the same, by the help of Christ."

"We must watch against all sin, even every thought of sin, for it was for our sin that Christ suffered; it was sin that made the soldiers pierce our Saviour, and drive nails into his hands and feet. We ought to think upon this, and how sorrowful he was in the garden; it was sin that caused him say, 'My soul is exceeding sorrowful, even unto death.' And surely if he has done all this for us, it is our duty to obey him, and serve him as we ought to do. We ought not to love him one day and forget him another, as some people do; we ought to be constant; unless we do this he will not love us; and the consequence will be that we shall hear those horrid words, 'Depart from me, ye cursed, into everlasting fire, prepared for the devil and his angels.' "O. P."

"My thoughts are, that when I have been confirmed, I think that I shall be a better girl; and I hope that God will send a blessing upon me; and I think that confirmation is a very serious thing. 'Create within me a new heart, O God, and renew a right spirit within me.' "

"Q. R."

"Confirmation is a very pleasing and necessary service, and it is that which should be desired of every person; and it is a service that every person should go to, if they have an opportunity; and when I

am confirmed, I hope it will prove useful to me, and lead me to spend my future life better than I have otherwise done; and I pray that God will pour out his Holy Spirit on all of us who are about to be confirmed. I think that it is a very good ordinance of the church, and it shows and expresses a great love the church has towards its members.

“S. T.”

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“I think that confirmation is a very serious thing, and I hope that the blessing of God may fall on me, and make me a better girl for the future. ‘Create within me a clean heart, and renew a right spirit within me.’ I do not perfectly know the meaning of confirmation; I think that God will be more angry with me if I sin after I have been confirmed than if I had not been confirmed; but I hope that God will send me his grace, so that I may die Jesus Christ’s faithful servant.

“U. V.”

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“I think that when I am going to the church to be confirmed, we shall all have to walk quietly and soberly to the church, and not to think about the things of this world, but to remember that we are going to ask the blessing of God upon us, and that he will pour down his Holy Spirit upon us. That the rite of confirmation did not cease with the apostles, is shown by the custom of the church to the time of the Reformation, and by the writings of those who lived near to the days of the apostles, which proves the use of this rite. I feel that confirmation is a very solemn thing:—

“‘Yes, there are little ones in heav’n;  
Children like us around the throne,  
To whom the King of kings has giv’n  
A living glory like his own.  
Jesus, thy grace, so rich and free,  
Hath suffered them to come to thee.’

“W. Y.”

“I think confirmation is a very useful thing for young people like us, and I think it is a very kind act of the Archbishop to come to confirm us poor boys. Sir, I have a great desire to be confirmed, for I think I shall be a great deal better, and I shall become more the child of God, and I should be very glad if my friends were to know that I am going to be confirmed. I am very glad that you choose me to be confirmed, and I am very much obliged to you, Sir. May God’s mercy be upon me, and remain upon me, and upon all those that go to be confirmed on that blessed day, for Christ’s sake. Amen.

“‘Come, Holy Spirit, heav’nly Dove,  
With all thy quick’ning pow’rs;  
Kindle a flame of sacred love  
In these cold hearts of ours.’

“A. B.”

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“It becomes every Christian to be confirmed; and may God of his goodness pour out his Spirit upon me, and all who go to be confirmed on that day, and make us to love him all the days of our lives; and I hope to set an example to others, and endeavour to live in the Lord’s

service ; and I hope that day will be a day of solemnity and prayer. I have been very desirous to serve God, not with vain lips, but with all my heart, mind, soul, and strength ; and may it be so, through Jesus Christ.

“C. D.”

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“ When you go to be confirmed, you go to take upon yourself the vows made for you in your baptism. I think the boys that go to be confirmed ought to endeavour to behave themselves better afterwards, by seeking the Lord while he may be found, and by calling upon him while he is near ; I think this day ought to be a day of seriousness. It is a very serious thing to see a young and helpless child carried into the church, and baptized in the name of the Father, Son, and Holy Ghost ; so also is it to see this child grown up, and standing or kneeling in the church, and before the Bishop and congregation, taking upon himself the vows made for him at his baptism, by his godfathers and godmothers, and declaring himself on the Lord's side ! I think that the boys that go to be confirmed ought to lift up their hearts in prayer to God, while they are in the church, and ask him to pour down his Holy Spirit upon them, so that whatever they do it may be to his glory ; and may it be so, through Jesus Christ, our most blessed Lord and Saviour.

“ To serve God truly is the greatest desire of my heart.

“ ‘Tis Jesus Christ I long to find ;

Oh say, where does he dwell ?

'Tis he alone can ease my mind,

And make my conscience well.’

“ F. F.”

“ Confirmation is a rite of the church. After I have been confirmed I hope I shall be a better girl than what I am ; and I hope I shall have the blessing of God, for without the blessing of God I shall not be able to do those things which I promise to do.

“ Little children, good and wise,

Fear the Lord, and tell no lies.

Pray to God to give you grace,

‘That heav’n may be your dwelling place.’

“ G. H.”

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“ Confirmation is one of the most beautiful rites of the church. It is a blessed thing that I have the privilege of being confirmed. The church seems to have a great care for its members.

“ I. J.”

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“ Confirmation is a very essential rite of our church, inasmuch as, having arrived at a mature age, and being able to discern the good from the evil, we take upon ourselves the promises made by our godfathers and godmothers at our baptism. In this ordinance, God's blessing descends upon those who are sincere.

“ We profess, upon this occasion, to cast off all allurements to sins promising to obey the promises made in our baptismal vow, to steadfastly withstand all the temptations of this world, and to stand by all we at that time promise we will ; and, as we cannot do this without the assistance of God, this should be the constant theme of our prayers ;

and unless we do this, confirmation, and all other rites and ordinances of the church will be of no use, and our last punishment will be greater than the first. "K. L."

"My thoughts are all about confirmation, and about Jesus Christ. I know that I am not fit to be confirmed without the grace of God, and that I must pray for the blessing of God; and I hope that when I go to be confirmed I shall not come home without a blessing. M. N."

"There were three things promised in my name when I was baptized; why was there not twenty things promised in my name instead of three? because those three things contain all that is necessary to the Christian's salvation. What were those three things? The first was, that I should renounce the devil and all his works; the pomps and vanity of this wicked world, and all the sinful lusts of the flesh. Now what is the meaning of renounce? It means to forsake, or to shun anything that is bad. Then when I say, renounce the devil and all his works, it means, to forsake all sin, because all sin is the work of the devil. The second thing which was promised in my name was, that I should believe all the Articles of the Christian faith. How many of the Articles of the Christian faith am I to believe? All of them. The third thing which was promised in my name was, that I should keep God's holy will and commandments, and walk in the same all the days of my life.

"When I go to be confirmed, I make sure the promise which was made in my name when I was baptized." "O. P."

"I think that it is a very right thing that we, the children of this establishment, are going to be confirmed; and I hope those that do go, may not be thinking about other things, when they ought to think about their own souls. I hope that I may be a better boy when I am confirmed, and that my mind may be cleansed from all the sin which I have committed in my past life; and so this ends my thoughts about confirmation. "Q. R."

"I will try to be a good girl after I have been confirmed; being confirmed is, as it were, putting on the Lord Jesus Christ. Confirmation is a very serious thing; I hope I shall go to be confirmed in a right state of mind, for I think it will be of no use to go in a wrong state of mind. Now I think this text will do for confirmation,—'Put ye on the Lord Jesus Christ.' "S. T."

"I am going to be confirmed. I wish my heart to be changed from an evil heart to a good heart. We ought to go quietly along the road. Heavenly Father, give me thy Holy Spirit to change my heart, to make me a child of thine, for Jesus Christ's sake. Amen. "U. V."

"I wish to be confirmed. I think it a very good thing for such young people as we are; I shall be better after it. May God pour out his Spirit upon us that day; may Jesus Christ be in at the time that I am being confirmed; and I hope that I am going to be a good boy; and I hope that no one will disbelieve me after I have been confirmed. "W. X."

"These are my thoughts on confirmation—that when I am confirmed I may not sin; that I may be a good boy; and continue so, through Christ Jesus; and I hope that I may be a servant of God, and that I may do well through life, please God if I live. O God, confirm me with grace, and strengthen me with thy might, that through Jesus Christ I may become as I have thought. "Y. Z."

One boy, convinced that he was not what he ought to be, would not come, though he was told, if sorry for, and determined to mend his ways, he might do so; however, he thought so much upon the subject, that he gave me the following note, and the verses attached, his own production; they show the depth of his feeling, if no more:—

"SIR,—My mind is so bent on temporal things, that it is as much as I can do to think on confirmation. When I think deep on it, I feel that I should wish to sin no more; and when the temptation to sin happens, I endeavour to pray to God for his grace to help me out of it, and the temptation goes for the time.

"I am almost afraid to go to be confirmed for fear of committing sin afterwards; and I think that it would greatly aggravate it, and render it less likely to be forgiven if I was to commit it afterwards; I mean after being confirmed."

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The effect produced on the children confirmed was evident, and by no means uninteresting upon those not confirmed. One of the latter went to one of the former, and said, "We have the right hand of you now, for if we strike you, you must not strike us again, now you have been confirmed." So clearly did the whole body feel that the children confirmed had taken upon themselves some solemn obligation! And when a guardian of one of the Unions, a dissenter, who doubted the usefulness of confirmation, inquired among the children what good it had done, he was told by those not confirmed that the others behaved much better. May the change continue! This, however, is their part and duty: the Church has done hers.

The following little prayer was put into my hands by one who wrote it, with the question, Is it right to use it? It will at once be seen that the latter part is from the Confirmation service:—

"O Lord Jesus, thou art my refuge and my joy; the chief object of my desires. Enter into my heart, and take possession of it, that I may continue thine for ever; and daily increase in thy Holy Spirit more and more, until I come to thine eternal kingdom: through Jesus Christ our Lord. Amen."

Our church allows all who have been confirmed, or desire to be so, to approach the table of the Lord. My next wish, therefore, was to

have the privilege of admitting to it all such as appeared in heart and mind really anxious. The youthful age of some led me to speak with the Lord Archbishop upon it: His Grace kindly left me the power of using my own discretion in the matter; and it is not more interesting than novel (for I fear no similar scene can be witnessed in England) to see upwards of fifty or sixty children sitting down with all holy solemnity, and partaking, I trust, with all spiritual nourishment, the supper of the Lord. My hopes are sanguine, that they may one day sit down at the marriage-supper of the Lamb. My impression is, that to these, and to others younger than these, grace has been given to love the Saviour, the Lord Jesus Christ, who loved them and gave himself for them.

Observing at the sacrament, on one occasion, a girl who did not come to the table, I was considerably surprised;—she knelt when the others knelt, and joined devoutly, as it appeared, in the service, but yet never came to partake of it. At the conclusion, when all were gone out, I inquired the cause, and found that, owing to a boil under her lip, she was scarcely able to speak, and quite unable to open her mouth, so as to partake of the bread and wine. She then told me she was going away the next morning, and that though unable to join, as her custom was, in eating of the bread, and drinking of the cup, yet she wished to be present, and in spirit once more join with the rest before she left.

Should any one fear that I have too early introduced these things to the children, or that I lay too much stress upon these means of grace, let such remember, I attach little value to any means of grace unaccompanied with a blessing from on high; but I do attach the highest amount of value to those means, even to a child, with that blessing. Would that I could lead the objector to the chambers, not of imagery, but of reality, our prisons afford! I would remind such that, according to the last returns in one year, in England and Wales, 3,000 children, fifteen years of age and under, were committed for trial. In the metropolis, 1,344 under fifteen years of age were summarily convicted by the magistrates, and 324 were committed for trial. When, too, it is known, that so few of this number ever attended the holy sacrament, or were confirmed, I shall be quite willing to bear any censure for taking what may be thought by some a new or unusual, yet which is in reality a scriptural, step towards the suppression of crime and its consequences, by an earlier introduction of the young to the Church's ordinances than has been usual in our country.

When M. Guizot, the present prime minister of France, was ambassador from that Court to England, his Excellency visited Norwood. After passing through the schools and workshops, the sailors' class was brought before his notice, and went through its exercises, and manned the yards of the vessel; at this point his pleasure appeared the greatest, and, looking at the whole, he exclaimed with his usual animation, "This is worthy of England!" I hope the same feeling will arise in the mind of every Christian as he reads these "short and simple annals of the poor" children of the Norwood Poor Law Schools.

It would be tedious to state all the little ways by which I try to win the affections of the children to me, as their spiritual guide: for,



deeply sensible of the influence over the mind and affections that through association of ideas may be obtained, I scruple not to avail myself of it for this purpose, by the means of trifling and inferior things; however, I would just add, that I keep a stock of patchwork, which I give to the girls, to make frocks for their dolls, and to the boys and girls, for bags to keep their little books and other treasures in; also common writing-paper, a sheet of which they are delighted with, in order to write to their friends; a large assortment of little books to give and to lend; canvass for marking, the girls are much pleased with, as are the boys with worsted to knit: and here I may mention a pleasing instance of their pity for others, and willingness to help them. Knowing they would be much interested by some account of the idolatry of the heathen world, I borrowed some idols of the Church Missionary Society, and devoted an evening to the subject, assisted by the Lay Association Secretary, and two or three friends, who kindly took part in the meeting, if such it may be called.\* At the close of it, I could not prevent their making a collection from among themselves, for which they had been some weeks saving; and from the household, and the different officers of the establishment. But this was not all: the boys resolved to knit and to make balls to sell, and to cultivate a piece of ground, kindly offered by Mr. Aubin, giving the profits to the same object; and a number of the girls agreed to meet once a-week in my room, during play-hours, to work or knit for it."

I believe when strangers are present at Divine service on the Lord's day, they are much interested by the great attention the children show; it may be well, therefore, to say that this habit of attention I have tried to encourage, by devoting the first hour of school on Monday morning, to the writing on slates whatever they may remember of either of my sermons on the previous day. The following are some of their productions; observing, they are not allowed to take notes during the sermon, or to write at all on Sunday; and that I must not be responsible for *all* they may thus put down from recollection.

"Text, No. 1.

"If children, then heirs; heirs of God, and joint heirs with Christ."—Rom viii. 17.

"This is one of the finest and most beautiful chapters in the Bible. We should all like to know if we are heirs of God; for if we are heirs of God, we shall not be condemned; but if we are not heirs of God, we shall be condemned; for if we are heirs of God, we shall go to heaven, and be happy with Christ, and sing praises to God in heaven; but if we are not heirs of God, we shall go to that unhappy place where we shall be miserable for ever. If we are heirs of Christ, we are good, and pray to God in earnest. Perhaps we think if we get to heaven, we shall be put in one corner, where we should only be seen when they come to seek after us; but it is not so; for let us remember that it is written in the Bible, 'Fear not, little flock, for it is your Father's good pleasure to give you the kingdom.' If you had a friend that had a great many possessions, and trees, and lands, and he were to die, and if some person were to come to you, and say to you, 'A friend of

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\* See Church Missionary Juvenile Magazine for August, 1842.

yours is dead, and he has left you to be heir of his possessions, and he is very rich,' then would not you be joyful? But what are the riches of earth compared to the riches of heaven! Now suppose we are not heirs of God; then, when we die, we shall go to hell, and be in pain and misery throughout all eternity.—11 years of age."

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"Text, No. 2.

" ' Say to them that are of a fearful heart, Be strong, fear not: behold, your God will come with vengeance, even God with a recompense; he will come and save you.'—Isaiah xxxv. 4.

"The prophet says, The Lord your God will come with vengeance. But when will he come? We cannot tell, but we know that he will come. The question is then, Are you prepared for that coming, and how are you to get prepared for that coming? By prayer. You may say, I do pray regularly every night and morning. But the question is, do you pray sincerely from your heart? Whatever troubles, whatever distresses you are in, fly to the Saviour; cast all your cares on him. 'Be strong, fear not.' What does the prophet say? 'Let the wicked forsake his way, and the unrighteous man his thoughts, and let him return unto the Lord, and he will have mercy upon him; and to our God, for he will abundantly pardon.' Let your prayers be ever so long, they are not heard unless they come from the heart. Now is the time to prepare for that solemn meeting; think whether you are prepared; whether he will have to take vengeance on you; whether you will be up in heaven above, or in that place beneath.—12 years old."

"Text, No. 3.

" ' If children, then heirs; heirs of God, and joint heirs with Christ.'—Rom. viii. 17.

"The whole Bible is beautiful, but here and there we find a chapter or two that strikes our mind more than others; this is one of them. You see that there is no condemnation for those who are heirs of God, but for those who are not heirs of God, there is condemnation. I have no doubt but you would all like to know whether you are an heir of God or not. If we are heirs of God, when we die, we shall be happy in heaven. Perhaps there are some of you, who are thinking, When I die, if I go to heaven, I shall be put in one corner, so that nobody will find me without they look for me; but it is not so,—remember that Jesus said, 'Fear not, little flock, for it is your Father's good pleasure to give you the kingdom.' Now, suppose a friend of yours had a fine house and garden, and trees, and some hundred acres of land, and a great deal of property. Then, if this friend was to die, and leave this large estate to you, then you would be heir of it; and would you not be very pleased, and joyful, and glad to think that you had so much riches? but what are the riches of this world compared to the riches of heaven! Now, suppose that we are not heirs of God; then, when we die we shall go to hell, and be in pain and misery throughout all eternity. Remember what it says in the First Epistle of Paul to the Corinthians, chapter the fifteenth: 'The sting of death is sin, and the strength of sin is the law; but thanks be to God, who giveth us the victory, through our Lord Jesus Christ.' As sinners and

transgressors of the law, we must repent and believe in the Lord Jesus Christ, and he will forgive us, and we become heirs of God; and if we are heirs of God, we are joint heirs with Christ, and when we die we shall go to heaven, and be along with angels and archangels, and Abraham, and Isaac, and Jacob, and all the people of God. We may not be the nearest to God; perhaps the prophets, and apostles, and martyrs may be the nearest to God; but we shall be there.—*Aged 9.*"

"Text, No. 4.

"'Walk as children of light.'—Ephesians iv. 8."

"The righteous are frequently called in the Bible the opposite to what the wicked are. Thus we find the righteous called the *children of God*, and the wicked the *children of the devil*; the righteous are called the *children of light*, and the wicked the *children of darkness*; and again, the righteous are called *heavenly*, the wicked *earthly*. If we go back to the time of Adam, and compare our knowledge of scripture things with his, we will find that we are in the light. He had but *one* promise of a Saviour; that was, that the seed of the woman should bruise the head of the serpent. We have *many* precious promises. Again, if we go back to the time of Moses, or the prophets, or even the apostles, we shall find that, compared with all these, *we are in the light*. They had only the *Old Testament* Scriptures; we have both *the Old and the New*. They had no epistles, and we have them all. But the most important point is to discover whether we are really the children of light. It is possible for us to live in the midst of light, and yet not to be the children of light.—*11 years old.*"

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That the children are much attached to the services on the Sabbath, is most pleasing to state. A child belonging to the infant school was some time confined to the sick ward before his death; and so long as he was able, he was, by his own wish, brought to join the great congregation at public worship. When this little fellow grew worse, and the infant-school teacher mentioned it to the children, with the question, Shall we pray for him? they all rose at once for the purpose, and in the most solemn manner prayed each sentence after the master, as he repeated the fifty-first Psalm.

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I cannot end this sketch without adding my earnest wish, that those who feel interested in the welfare of the young, would adopt some mode of keeping up their acquaintance with them *after* they leave school. In a large town and a small village, I have tried, and found exceedingly interesting, an *annual meeting of the old scholars*; and as I have pursued the same plan with the charge I now hold, it may perhaps assist others desirous to do so too, if I give an outline of the proceedings of the last annual meeting on the 27th of June. It must be remembered that the parties are not now *children at school*, but *young persons at service*, therefore they should be treated as such.

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The great obstacle to the *first* meeting of old scholars is the want of the knowledge of their residence; and no one can conceive the difficulty I had in tracing and finding in the great metropolis the *thirty*

young women who were present at my first assembly at Norwood. About seventy attended the meeting in June last, registers of their places having been kept by some of the parishes. To the master or mistress of all I could find, a letter, of which the following is a copy, and twelve questions were sent :—

"Sir,

Westow Hill, Norwood, Surrey.

"You have, I believe, in your service, M. L., trained and educated at the Norwood Poor-Law Schools of Industry, in the mode directed by the Poor Law Commissioners; will you allow her to be here on Monday next, the 27th of June, by 11 o'clock?"

"The object of the religious and moral instruction and industrial training at Norwood is to teach the children their duty to their Creator, and to enable them to earn an honest livelihood as good servants, or steady, industrious, and able workmen. I am anxious, therefore, to inquire how far, judging from your own experience, these objects have been attained, or what defects in respect to general moral conduct or personal habits, as a servant, that may admit of remedy in future cases, you have observed with respect to M. L., during the time she has been in your service.

"Your information, in answer to the annexed queries, as early as convenient, will oblige, and will of course be deemed *confidential* if you wish: it will, however, be quite sufficient if you place the word 'Yes' or 'No' opposite to the question, should you not have any further communication to make. I feel confident you will kindly permit her to come; and allow me to have an early answer, and

"the honour to be, Sir,

"Your obliged and obedient servant,

"JOSEPH BROWN,

"Chaplain to the Poor Law Schools, Norwood.

"How long has M. L. been in your service?"

"Does she rise in the morning willingly?"

"Is she quick at her work?"

"Is she clean in her work?"

"Is she clean and tidy in her person?"

"Does she require to be twice told of her duty?"

"Does she obey you cheerfully?"

"Do you find her strict in speaking the truth?"

"Have you had any reason to doubt her integrity?"

"Is her disposition kind and her temper good?"

"Has she any acquaintance likely to be injurious to her?"

"On the whole, would you say she is a good, or very good girl, or neither?"

In this was enclosed a note, directed to the servant, as follows:—

"M. L.

Westow Hill, Norwood, Surrey.

"I SHALL be glad to see you on *Monday* next, at 11 o'clock precisely, to meet some of your former fellow-scholars, and to have dinner and tea with them.

"From your master or mistress, I hope to have a favourable account of your conduct; and trust you are doing your duty, not only to your earthly but to your heavenly Master, in a way pleasing to both. It

will then be very pleasing to your former guardians and friends, and you will readily believe to

“Your former minister,

“JOSEPH BROWN,

“Chaplain to the Poor Law Schools, Norwood.”

The questions to the master are easily altered in the case of a boy, and one more should be added, as to the kind of workman he will probably become, if he be an apprentice. The invitation was for 11 o'clock; for at that hour I had Divine service, my sermon being expressly to the servants, though about 500 of the elder children of the school were with them; and this is the improvement I allude to, as compared with the meeting at Sheffield. If the meeting be to tea only, and not to dinner, Divine service could be in the afternoon at three. In the case of small parishes, and rural district, I would recommend, that all who have been confirmed, though never in the schools, should also be invited. The delight of seeing once a-year those with whom they have spent their early and happy days, and the great pleasure of seeing their former shepherd of their souls, will bring them miles to this meeting, which to many will be one of the happiest of the year.

After dinner, which was kindly provided by Mr. Aubin at the schools, the young people came to my house, where, under a long tent in the garden, they had tea. After this, I went through the different *classes of faults and excellences*, as made known to me in the replies of their employers, taking care to *avoid* names, having *privately* expressed to each, where desirable, my approbation or displeasure at their conduct. They were then addressed by my clerical and other friends; several hymns were sung; and after rewarding those who had remained long in one place, and giving to each an appropriate book, the meeting concluded with prayer. About 50 or 60 ladies and gentlemen were present, and 40 of the children from the schools, who, during the year will probably go to service.

Though it complains a little too severely of my censures, the following note will show the effect produced by the meeting on the mind of an acute observer, and one well acquainted with the difficulties of the work. I happen to know that all those who were present, including deputations from two Boards, were much pleased:—

“MY DEAR SIR,

“I THANK you for the treat of yesterday, with which I was most highly gratified. Notwithstanding the cat-o'-nine-tails with which you flogged your little maids, they must have appeared to all present as doing honour to the school and its officers.

“In thinking over the wretched and demoralizing situation of the birthplace of those poor girls, and comparing this with the good and happy appearances of yesterday, the passage of Scripture occurs to my mind—‘God is able of stones to raise up children to Abraham.’

“May the pleasure of the Lord prosper in your hands.

“Yours ever truly,  
“S.”

“It is highly gratifying to me to know that Her Majesty's Poor Law Commissioners feel the importance of this annual assembly; to whom and to E. Chadwick, Esq., the talented and well-known Secretary to

the Commission, who was present at the first meeting, I am indebted for much valuable assistance. May the Boards of Guardians of the different Unions in England enter into this very important subject with the same zeal which the City of London Union and the Board of the East London have manifested.

If this annual meeting were general, and the young servants advised, when out of place, to lodge at the Female Servants' Home, instead of throwing themselves upon the parish, a great saving would eventually be made in the poor rates. They would cease to feel themselves dependent on the parish; the awful loss of female character would be greatly diminished, and the scenes so often witnessed in police offices, of young women being brought up for insubordinate behaviour in the workhouse, would vanish.

I have added a few cases, to show the value of Female Servants' Homes in a parochial point of view, though the Christian will feel the value of the Homes rather for the sake of these young females. I venture to suggest that Unions in populous towns should have a Home of this kind. The trifling expense is not worth a thought; the advantages are incalculable."

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CORRESPONDENCE relating to an APPLICATION for AID towards the Erection of a BRITISH SCHOOL at SEDBURGH; with REPORT thereon, by SEYMOUR TREMENHEERE, Esq., Her Majesty's Inspector of Schools.

Sedburgh, via Lancaster, November 22, 1842.

MY DEAR SIR,

I TRUST you will pardon the liberty I am taking in addressing you, but hope the subject of my letter will be deemed a sufficient apology.

You are aware that a school-house was erected in our town about two or three years ago, towards which the Privy Council made the grant of 115*l*. I do not know on what conditions that grant was made, but, in addition to it, subscriptions were solicited and obtained from all parties in the town and neighbourhood, on the distinct understanding that whenever the place was opened as a day-school, it should be under a good master, on a superior system, and open to the children of all denominations, without any restriction. Had Mr. Lumb, our then resident curate, remained, there is no doubt these conditions had been adhered to; but he left us some time ago, and in his place we have a vicar and curate of high church principles. This school was opened as a day-school for the first time on Monday, the 14th instant, and then under an arrangement altogether unexpected, judging from the original understanding. The master of the old day-school was removed to it with the distinct condition that he should not admit any children but such as attended or would attend the church Sabbath-school, and to make up the deficiency which would hence be found in his salary a sum equivalent, as was sup-

posed was promised him. The children attending our dissenting schools on the Sunday were accordingly formally dismissed the previous Friday, and told the conditions on which they would be again admitted.

In consequence of this, and as the majority of the scholars were so circumstanced, we have determined at a public meeting to commence forthwith a good day-school on the British system, open to all denominations; and I write to endeavour to ascertain what prospect there may be of our obtaining any aid from Government towards the erection of a suitable building, or whether or not their having already aided in the erection of a similar edifice in the town so lately would militate against their helping us, if proper application should be made.

I would, in doing this, respectfully submit to your consideration the fact that the object contemplated in the erection of the present room has not been secured. Two years have been allowed to elapse and no other day-school than the old one has been opened; and now that the school is established, it is placed under such regulations as prevent its effecting any general good, besides being no improvement on what we had before.

We submit that the master is not competent to give the education wanted at the present time; and that, had no more suitable man than this been anticipated in the establishment of this school, there had been no effort made to obtain its erection. There was already a school-room in the town sufficiently good for the kind of school at work. For a church Sabbath school-room, dissenters would not have so readily contributed, and it was only in the hope of obtaining the means of a better education for their children that they came forward with their help. If then the Committee of Privy Council also contemplated the establishment of a more efficient school, it would appear that both theirs and our designs are frustrated; and this encourages us to hope that a favourable consideration will be given to our application.

May I then beg the favour of a reply, stating what hope there may be of any help, and what course I am to pursue, as secretary to the Committee for establishing another school, to lay the matter before the Privy Council.

I am exceedingly sorry to be so troublesome, but our position is such as to require immediate and proper efforts.

There will be a meeting on Friday afternoon, and, could you favour me with some particulars to lay before it, I should esteem it as a great kindness, and it would afford us much help in forming our arrangements.

Hoping you will pardon my long and disagreeable communication,

I am, &c.,

(Signed) C. H. BATEMAN.

J. P. Kay Shuttleworth, Esq.

&c. &c.

SIR,

Committee of Council on Education,  
Council Office, Whitehall, November 26, 1842.

I HAVE the honour to acknowledge the receipt of your letter dated 22nd instant, in which you apply for aid in the erection of a school-house at Sedbergh.

On the presumption that no steps have yet been taken in the erection of the building, the enclosed form of memorial is herewith sent, and I am to request that you will have the goodness to procure thereto as many signatures as possible of the promoters and subscribers to the school.

The Committee of Council on Education require to be assured that there are sufficient grounds for expecting that the school will be efficiently conducted and permanently maintained; and their Lordships regard the number of signatures attached to the memorial as affording an evidence of the extent and value of the support which the school is likely to receive. Upon the receipt of the memorial, duly signed and filled up, other papers and documents will be forwarded to you for your future guidance in conducting the application.

You will have the goodness to address your communications to the Secretary of the Committee of Council on Education, Council Office, Whitehall.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

*Rev. C. H. Bateman,*

*&c.      &c.*

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To the Right Honourable the Lords of the Committee of Council  
on Education

WE, the undersigned inhabitants of the township of Sedbergh, in the county of York, are the promoters of a design for the erection of a new school-house for the daily instruction of the children of the poor of the township of Sedbergh aforesaid.

The school will be called the Sedbergh British Day School.

It cannot be erected without pecuniary assistance from your Lordships.

And your memorialists therefore pray that your Lordships will make such a grant in this case as to your Lordships may seem meet.

(260 Signatures.)

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SIR,

105, Pall-mall, May 3, 1843.

THE facts for their Lordships' consideration relative to the application for aid towards the erection of a British school at Sedbergh, are the following:—

For some time previous to 1839, a small day-school was carried



on at Sedbergh by a master on his own account, without aid, except from a very trifling endowment, and without being connected by any express regulations with the Established Church. The school was therefore open to the children of parents belonging to all the religious denominations,

In April, 1839, the then curate of Sedbergh applied on behalf of the inhabitants to the Lords of Her Majesty's Treasury for assistance towards procuring a new building, for the double purpose of receiving the children attending the Church Sunday-school, and also for the better accommodation of the above-mentioned day-school.

The requisite local subscriptions having been obtained, a grant was made, and finally, after a delay arising partly from a change of incumbents, the new building was opened as a day-school in November, 1842.

It opened, however, under regulations different from those previously existing. Instead of remaining free from restrictions on religious grounds, it was placed strictly under the rules of the National Society.

On behalf of this alteration I find it urged by the present incumbent that he felt bound to a strict conformity with the rules of the National Society; the school having, in July, 1839, been placed by the late curate in union with that society, and having received from it a liberal grant in aid of its building fund.

On the other hand, it is asserted that "dissenters in the parish willingly contributed either labour or money in aid of the funds for the new building, 'on the express understanding that the school should be open to the children of all denominations, without restriction arising from religious sentiments.'"

Whatever may be the misapprehension which has arisen in regard to the latter point,—and the period when it arose makes it at present less material,—or however small may have been the contributions of dissenters above alluded to,—amounting, I find, to not more than 2*l.* in money,\* and the value of about 5*l.* in labour, out of a total of above 200*l.* subscribed; the main fact of this case remains undisputed, namely, that the day-school to which all classes were previously admitted, without religious distinctions, is now conducted on a principle which excludes the children of many of the inhabitants. And hence the first ground of the present application to their Lordships for aid towards the erection of a school on the system of the British and Foreign School Society.

The second point urged for the consideration of their Lordships by the promoters of the proposed new school is, that "no good and efficient day-school has been established, suited to the wants of the poorer and middle classes" in this town and neighbour-

\* An offer has been made to return this sum, in consequence of the misunderstanding regarding the objects for which it was subscribed.

hood; and that if, in assisting the school now built, their Lordships anticipated the improvement of the education of the district, such a result has not ensued.

I find the facts to be, that the old master was continued until February last—to a date subsequent to the above representations; that the school was conducted from the latter end of February to the beginning of April by the present curate; and since that period by a master who has been recently instructed at the Central Society's Training School in London, and whose services are engaged until Christmas next. He will then be succeeded by a master now going through a course of preparation at the diocesan training establishment at York. I found books in use, and a mode of teaching pursued, well calculated to improve the mind and to ensure a sound progress in the elementary branches. A mild yet firm discipline seemed to be laying the foundation of habits of order and propriety, and therefore preparing the child to be more correct and obedient at-home. The present incumbent and his assistant expressed an earnest desire to contribute by their constant superintendence and personal exertions to render the school as useful as possible to all who attend it, and to give the benefit of their direction and assistance to the more advanced boys in any matter of instruction calculated to be useful to them in their future occupations in life. The comparative wealth of the supporters of this school would probably enable them to add to the books and apparatus as occasion might require; and they contemplate endeavouring to annex to their building the very desirable addition of a portion of ground in which the best kind of garden cultivation might be learnt and practised by the children during their hours of recreation. The girls' school enjoyed the advantage of the daily superintendence of ladies residing in the neighbourhood, who also assist the mistress in the details of instruction. The elder girls also receive some of their lessons from the master, with the boys. Under these circumstances, therefore, it would appear that the school at Sedbergh, already aided by their Lordships, is at present, and has a fair prospect of continuing, efficient.

The third point on which their Lordships required to be informed, in the event of the first ground of application being substantiated, was, whether the members of the dissenting communities at and near Sedbergh are sufficiently numerous to be entitled to a separate school, and to afford a reasonable anticipation of being able permanently to support one in a state of efficiency?

The population of the town and township of Sedbergh was, according to the recent census, 2,268. Of these, a considerable number belong to the two denominations of Wesleyans and Independents. There is also a small congregation of the Society of Friends. The Wesleyan chapel has been used since January last as a temporary school-room, and has been attended by between

50 and 100 children. The numbers vary with the time of year. At the period of my visit 45 only were present ; but the exertions of the supporters of the school would probably cause the higher number to be sustained if the school were held in a more convenient building. The master was trained at the central school of the British and Foreign Society, and used the Society's books, &c. ; but the order and arrangements were necessarily incomplete. The Committee declare themselves responsible for providing a salary of 60*l.* for the master, and 20*l.* for the mistress, if obtained. They state, in a circular issued November, 1842, that " Every exertion is being made by the people interested, in the township, but as they are generally without wealth, the Committee are compelled to look elsewhere for aid." They have received assistance from the neighbouring town of Kendal. A deficiency, however, in their funds still exists, to which they invite their Lordships' favourable consideration, engaging on behalf of themselves and their supporters, " to spare no pains to render the proposed school efficient, and deserving of public support."

I have, &c.,

(Signed)

SEYMOUR TREMENHEERE.

*J. P. Kay Shuttleworth, Esq.,*

&c.      &c.      &c.

REV. SIR,

Committee of Council on Education,  
Council Office, Whitehall, May 9, 1843.

THE Committee of Council being desirous to ascertain the exact circumstances under which the application for aid to the Sedbergh British School was made, directed their inspector, Mr. Seymour Tremenheere, to make a special inquiry, and for that purpose to visit Sedbergh.

The results of Mr. Tremenheere's inquiry convince their Lordships that, if the zeal and energy which have been displayed in the collection of means for the erection of the new British School continue to operate, that school will become efficient, and that two schools may find sufficient work to be done among the population of the neighbourhood.

The amount and the conditions of their Lordships' grant will, therefore, be announced to you in a few days.

I have, &c.,

(Signed)

J. P. KAY SHUTTLEWORTH.

*Rev. C. H. Bateman,*

&c.      &c.

REV. SIR,

Committee of Council on Education,  
Council Office, Whitehall, May 13, 1843.

WITH reference to the application for a grant in aid of the erection of a British school-house at Sedbergh, the Lords of the Committee of Council on Education have directed me to

transmit to you the enclosed copy of a certificate, which contains the conditions upon which their Lordships will appropriate the sum intrusted to their superintendence for the present year.

I am further directed to state to you that, adverting to the number of scholars for whom accommodation will be provided in the proposed school, their Lordships will be prepared to direct the appropriation of 125*l.* for the British School at Sedbergh, upon receiving from the promoters of the said school a communication that they will accept the conditions contained in the enclosed certificate, and upon the understanding that the school be completed according to the plan and estimates, by further subscription, which their Lordships trust may be raised by additional exertions.

Their Lordships desire to receive an answer to this proposal within fourteen days from this date, as, in case it should not be accepted, their Lordships are anxious to make a proposal upon the same conditions to other parties, who have made similar applications.

My Lords request that the certificate may be retained and signed when all the conditions set forth in its several clauses have been fulfilled.

If this offer should be accepted, their Lordships will give the necessary directions that the sum offered shall be set apart for the school; and that the Paymaster of Civil Services shall pay the amount upon the conditions being fulfilled, and upon the certificate being properly signed and presented to their Lordships; provided it be presented within one year and a half from the date of this letter, after which period the grant will be deemed to have lapsed, if the certificate be not previously signed and presented.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

*Rev. C. H. Bateman,*

Sedburgh, via Lancaster, May 19, 1843.

DEAR AND RESPECTED SIR,

I HAVE to acknowledge, in behalf of the Committee of the Sedbergh British School, the receipt of your letter dated May 13, informing them of the grant of 125*l.* from their Lordships the Committee of Council on education towards the erection of their school-house. Will you have the goodness to present to them our sincerest thanks for their kindness and liberal assistance, and state that we accept their favours on the conditions they express, the school being at all times open to the inspection of such persons as Her Majesty may see fit to appoint, and the building being completed according to the plans and specifications already laid before their Lordships.

Their grant still leaves a deficiency in the required funds, but

extra efforts are being made to raise the necessary sum by voluntary contributions.

We will observe your directions respecting the certificate, and forward it to you on the completion of the building.

With feelings of the sincerest respect and gratitude,

I have, &c.,  
(Signed) C. H. BATEMAN.

J. P. Kay Shuttleworth, Esq.,  
&c. &c. &c.

CORRESPONDENCE relating to an APPLICATION for AID towards the erection of a BRITISH SCHOOL at WREXHAM; with REPORT thereon, by *Seymour Tremenheere*, Esq., Her Majesty's Inspector of Schools.

SIR,

Wrexham, November 22, 1842.

I HAVE been desired by the Committee of the Wrexham British Schools, to apply to the Committee of Council on Education for a pecuniary grant for the erection of two schools, as referred to on the enclosed card, and shall be much obliged by being furnished with any forms to fill up necessary to make a formal application.

I will now merely state, the intended school-rooms will be built upon freehold ground, conveyed in perpetuity to trustees, for the purpose of educating children upon the British and Foreign system. Among the trustees will be found three or four of the neighbouring magistrates.

We have had a school upon the British system (which numbers about 200 boys,) for upwards of six years, kept in the town-hall, for which we have paid a rent of 20*l.* per annum. The hall is now wanted by the county magistrates. We shall be most happy to comply with the requirements of the Committee of Council on Education upon every subject, and to give any further information in my power.

I am, &c.,  
(Signed) G. LEWIS, *Surgeon.*

SIR,

Committee of Council on Education,  
Council Office, Whitehall, November 26, 1842.

I BEG to acknowledge the receipt of your letter dated 22nd November.

The Committee of Council have already made one grant towards a British School in Wrexham, and before I transmit to you the usual forms, enabling you to submit to their Lordships the steps you intend to take for the erection of a second British School, I am desirous to be furnished with such facts as appear to you

to render a second British School in Wrexham necessary or desirable, in order that I may receive the instructions of the Lord President on a review of these facts.

In showing the necessity of another British School, you would do well to note the following particulars:—

1. The population of Wrexham.
2. The number of schools, under the following heads,—
  - A. National.
  - B. British.
  - C. Endowed schools.
  - D. Schools supported by private individuals.
  - E. Dame schools.
  - F. Any other classes of schools, and the number of children which each class of schools will accommodate.
3. The number of dissenting places of worship, and the number of dissenters resident in the town.
4. Any special circumstances which render the erection of the proposed school desirable.

You will further oblige me by stating under what circumstances the British School was held in the town-hall, whether by permission, in consideration of a rent, or because the property belonged in part to the trustees or promoters of the school.

I am, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

G. Lewis, Esq.,  
&c. &c.

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*Statements submitted to the consideration of the LORDS of the COMMITTEE of COUNCIL on EDUCATION, relative to the claims of the town of WREXHAM for pecuniary assistance towards erecting new SCHOOL ROOMS for educating 300 Boys and 300 Girls, to form a Normal School for training young men and women as teachers for North Wales and the adjacent parts on the British System of Education.*

The town of Wrexham is situated at one corner of the parish, and is the centre of a district containing the several parishes of Marchwiell, Gressford, and Rhuabon, as well as the parish of Wrexham, containing altogether a population of upwards of 28,321.

There is no other British school within the said parishes of Marchwiell, Gressford, Rhuabon, and Wrexham, except one for boys at the town-hall, Wrexham, established 1836.

There is one endowed school, containing about 60 boys, attached to the Presbyterian chapel, under the sole control of the minister, who has occasionally employed a *British* master; but it is not supported by public subscriptions, nor under the direction or control of a committee, and the boys are conjoined and required by the will of the founder to learn the Assembly's Catechism, which is quite at variance with the fundamental principles of the British system.

644 *Application for Aid to Erect a School at Wrexham ;*

1. The population of the *parish* of Wrexham is 12,720 ; of the *town* upwards of 5,894.

2. Number of schools in the parish of Wrexham :—

A. One National School for boys and girls at Bersham, about a mile and a half from the town, containing about 70, principally girls. The school-room is 42 feet by 21, and has just been opened. The teacher a female. One National School for boys at Brymbo, three miles from the town, containing 18. One National School for girls at the same place, containing 80.

B. One British School in the town-hall, containing 170 boys.

C. One endowed school in the town, upon the National system, for boys ; capable of holding 288 boys, at six feet square for each boy, but averaging only about 150 in regular attendance, according to the most accurate information which has been obtained ; between 40 and 50 of whom are denominated quarter boys, paying from 7*s.* 6*d.* to 15*s.* each per quarter for a superior kind of education than the rest, being tradesmen's and farmers' sons. One endowed school in the town for girls, upon the National system, containing between 60 and 70. One endowed school, about a mile from town, for boarding and educating 12 poor girls. One endowed school, attached to the Presbyterian chapel in this town, containing about 60 boys, but capable of containing upwards of 200.

D. One about two miles from town, supported by Mr. Meredith, containing 30 girls.

E. Several small dame-schools in the town and parish, the exact number unknown, uncertain, unascertainable, and ephemeral ; continually breaking up and merging either into the National or British schools.

F. Wesleyan School, containing 80 boys and girls (*principally girls*) mostly under six years of age. The teacher of this school is an elderly man, appointed to the situation because unable to earn more than 8*s.* or 9*s.* a-week by his trade. One infant-school, containing 80 children.

3. Number of dissenting places of worship in the town and parish of Wrexham :—

In the town.—Nine.

In the country.—Very numerous.

Number of dissenters resident in the town, as ascertained during the course of last summer for another purpose, 1,510, exclusive of the Roman Catholics, who vary from 100 to 200.

The majority of the rural population of the parish are supposed to attend some dissenting place of worship or other.

4. Special circumstances which render the erection of the proposed schools desirable :—

The absolute necessity of a room being provided to receive the boys now in the town-hall school, who will otherwise inevitably be without the means of education at Midsummer next, when the Committee are under an engagement to give up possession of the Town-hall, and the very great and general demand there is in the town and neighbourhood for a girls' school upon the same system, as the instruction imparted in other schools is of a character which large classes of the population cannot allow their children to receive without violating the dictates of conscience.

The room in the Town-hall is hired from the lessee of the Crown at a rent of 20*l.* per annum, for which I have become personally responsible, upon condition that the Committee will pay the master's salary.

Each of the above-named schools contains a large number of children under six years of age, except that in the Town-hall, which admits none under that age. Those in the endowed school for boarding and educating 12 poor girls are also above that age.

The population of the parish of Rhuabon is 11,286, of which number not above 200 attend the Established Church. The dissenting chapels are very numerous in the parish.

The population of the parish of Marchwiell is 466, and contains very few dissenters.

The population of the parish of Gressford was, in 1831, 3,849; for the year 1841 I have not been able to ascertain: it contains several dissenters, but not in the same proportion as Wrexham and Rhuabon, where they form the great majority.

The benefit to be conferred upon North Wales by the establishment of a normal school at Wrexham is another special circumstance which makes the erection of the proposed new schools desirable.

(Signed) G. LEWIS.

*Wrexham, March 6, 1843.*

SIR,

105, Pall Mall, April, 1843.

A GRANT having been made by the Committee of Council in the year 1841 towards the erection of a British school in Wrexham, capable of containing, according to the usual measurement, 340 children, I was directed in the early part of this month to proceed to inquire into the grounds on which a recent application for aid towards another British school in the same town had been submitted to their Lordships' consideration.



The promoters of the proposed new building design it to serve the purpose of a "Normal British School," for educating and training male and female teachers "for North Wales and the adjacent districts," as well as "for the education of 300 boys and 300 girls." They have, since 1836, been instrumental in maintaining a school on the British system, hitherto held in the Town-hall, and attended, according to the register of the past year, by about 170 boys. This school they propose to transfer to the intended new building; and they support their application for assistance from the public grant by various reasons, which appear to range themselves under the two following heads:—

1. "The absolute necessity of a room being provided to receive the boys now in the Town-hall school, who will otherwise inevitably be without the means of education at Midsummer next, when the Committee are under an engagement to give up possession of the Town-hall."—*Memorial, dated Wrexham, March 6, 1843.*

2. The educational necessities of the town and neighbourhood, which are stated to require a building on the scale suggested, especially with a view to the formation of an efficient girls' school.

With regard to the first point, I find that it is stated in terms stronger than are borne out by the facts of the case. It appears that, in the year 1836, the use of the Town-hall (or Old Shire-hall) was granted to the school committee, for the purposes of a school-room, for a period of 20 years, at an annual rent. It has been intimated to the committee by the county magistrates that it would be convenient to them to be able to resume possession of this building, provided any other suitable accommodation could be obtained for the school. It is, doubtless, the desire of the committee to place themselves in a position to be able to meet the wishes of the magistrates, by procuring some other locality, to which the school might be transferred. Until, however, they can succeed in that object, I do not find that any obligation rests upon them to abandon the present building. Fourteen years of their present term in it are still unexpired; and I have been unable to ascertain that any pressing necessity exists, either by an undertaking on their part or otherwise, that they should subject their school to the disadvantage of an interruption at Midsummer next, or at any time before their future plans are fully matured.

In support of the second point, many circumstances are urged. It is alleged, in the first place, that no other British School exists in the town in which the dissenting part of the community have confidence. The reason given for the allegation is, that the British School already built by their Lordships' aid is attached to a particular congregation, and is under that congregation's exclusive management; also, that particular religious doctrines are taught there, and books used, which are not sanctioned by the British and Foreign School Society.

On examination, I find the facts to be, that, by the will of the

charitable founder of the endowment now attached to this school, 25 poor boys attending it are required to learn "The Assembly's Catechism." This rule, however, has, since the date of the receipt of aid from the public grant (November, 1841), been satisfied by confining the teaching of the Assembly's Catechism to the Sunday-school, and to those boys only who, being on the foundation, attend the chapel on that day. I am informed by the minister of the chapel that no catechism has been taught in the day-school since it was rebuilt by their Lordships' assistance, nor any other books of Scripture extracts used except those of the Parent Society. This school, however, is undoubtedly at present under the exclusive direction of the minister of the chapel and his congregation.\* The members of other congregations in the town have therefore no other means of satisfying themselves that the principles of the British system are fairly adhered to than the declaration to that effect of the minister superintending the school, and the evidence of the annual examinations, the first of which was held, after public notice, in the course of last year. But the minister has requested me to assure their Lordships that this school having been certified to their Lordships, both by himself and by the Parent Society, to be a British school, he has, since the receipt of the grant, conformed strictly to the principles involved in that declaration. He states that it has been open to, and attended by, the children of all denominations without any restriction. And as the school-rooms will contain 270 children more than at present frequent them,† he expresses now (as he states he has expressed before) his perfect willingness to concur in any plan that may be thought advisable, for the management of the school by a committee of members of the different dissenting bodies, in order that the full benefit may be derived from the abundant accommodation which has been already provided in this building by the aid of the public grant.

But it is urged that a new building is required "especially with a view to the formation of an efficient girls' school." Should their Lordships deem the explanation and offer adverted to in the last paragraph satisfactory, as affording a guarantee that the school will continue to be conducted on the principles of the British and Foreign School Society, it would not appear that any obstacle exists to the formation of the girls' school in the building now existing. It is capable of being so divided as to accommodate a school of 100 girls, leaving room at the same time for 170 more boys than at present are in attendance. It is well lighted, and admits easily of complete ventilation.

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\* Their Lordships are probably aware that this is one of those cases, the correspondence relating to which commenced when the annual education grant was administered by the Lords of the Treasury, and, consequently, before the regulations were laid down by the late Government declining aid to schools to be built under or annexed to dissenting places of worship.

† The dimensions are 55 feet 4 inches  $\times$  37 feet; capable, therefore, of accommodating 340 children. Average attendance, April, 1843,—70.

It is asserted, however, that the proposed new building should be on a scale to accommodate not less than 300 boys and 300 girls; and the educational wants of the town and neighbourhood are adduced as justifying this application for assistance to the full extent mentioned. The facts that I have been able to gather do not sustain this position. First, with regard to the town, the memorial of the applicants states that "the number of Protestant dissenters resident in the town, as ascertained during the course of last summer," was 1510. Some of these will of course belong to a grade higher than that which supplies children to the kind of schools in question; but, taking the full allowance of a fifth of the whole number, there would be 300 children of dissenters in the town of an age to attend these schools. The actual number of "town boys" at the two British schools, and at the Wesleyan (excluding the infant school, though containing many above five years old, some of whom are dissenters' children), exceeds 200.\* Some of the remainder attend the schools of the Established Church. It would follow, therefore, from this estimate, that the children of dissenters living in Wrexham who at present do not attend some day-school are considerably less than 100; and it has been seen that there is accommodation in the British school already aided by the public grant for 270 children above the number at present frequenting it. The objection regarding the management of this school has been already disposed of. The application, therefore, must rest chiefly on the necessity of providing better and more extensive means of education for the children of dissenters residing in the surrounding district than are at present within their reach.

The district referred to by the memorialists comprises the parishes of Wrexham, Gressford, Marchwiell, and Rhuabon, containing a population, according to the last returns, of 28,694. In Gressford (population 3928) and Marchwiell (population 553) there are but few dissenters; in the other two parishes they are very numerous. In the distant parts of the parish of Wrexham (population 12,921) they are collected chiefly round the mining centres of Brymbo and Minera, upon the hills from three to four miles from the town. In the parish of Rhuabon (population 11,292) there is, at a similar distance from Wrexham, the mining district of Rhos Llanerchrugog, comprising a population of about 3500. This is the only part of the parish of Rhuabon likely to furnish any considerable number of children to a British school at Wrexham; accordingly, from these mining districts there are at present in the Wrexham Town-hall school (the subject of the present inquiry) 76 children, namely:—

From Brymbo and neighbourhood . . . .	24
Minera and neighbourhood . . . .	16
Rhos Llanerchrugog and neighbourhood .	36

— 76

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\* Of these 83 are at the Town-hall school.

From other parts of the adjoining district—	
Bersham (1½ mile) . . . . .	9
Marchwiell (2 miles) . . . . .	3
Overton (6 miles) . . . . .	1
	— 13
From the town of Wrexham . . . . .	83
	—
Total . . . . .	172
	—

This school has been in successful operation since 1836. It has been under the present trained master nearly four years. The building in which it is held is spacious, and could accommodate many more than the present numbers.\* It would appear reasonable, therefore, to infer from these circumstances, and from a reference to the numbers on the school register for the last year, that the attendance of children from the surrounding country as given above is that which might be calculated upon for the future. But up to this time there has been no day-school in the third district, and in the first and second only three small ones. All three districts, however, are now on the eve of being supplied with the means of education on a competent scale and liberal basis. The sum of 800*l.* (part of the accumulated proceeds of an endowment of 220*l.* per annum) has been appropriated by the Lord Chancellor to the erection of schools at Brymbo and Minera, each to contain 200 boys and 150 girls. The endowment will afford salaries of 70*l.* for the master, and 35*l.* for the mistresses, with a house for each. The vicar of Wrexham, who is the trustee, states that he anticipates commencing very soon to carry this plan into effect, and that no exertions will be spared to enable him, in conjunction with the wealthy and influential residents in the parish, to make these schools efficient for the education and improvement of the population for which they are designed. He states, regarding the regulations as to the Church catechism, that those children whose parents object will not be required to learn it, and that attendance on Sunday will not be made a condition of admittance on the week days. These schools will be entirely free, except to the children of farmers and others who may be well able and willing to pay for instruction, especially when carried beyond the usual elementary subjects.† It may be inferred also, from the careful manner in which the national school in the town is conducted, that these new district schools will be very efficient. As they will be in the midst of the population and will be free from restrictions on the ground of religious differences, they will

\* "It is fitted up with every accommodation for between 300 and 400 boys,"—*Memorial of 1839, addressed to the Treasury.*

† In the Wrexham National School the very desirable arrangement subsists of admitting the children of a higher grade at an extra payment. Out of 180 children there are 25, the sons of farmers and tradesmen, paying from 3*s.* 6*d.* to 10*s.* per quarter.

probably be much resorted to. The same remarks apply to the district of Rhos Llanerchrugog, where a school is about to be erected on the same footing as those last mentioned. These circumstances, therefore, together with those previously enumerated, their Lordships will probably think material in determining whether it is at present necessary to grant aid from the public funds towards the erection of another British school at Wrexham.

One ground of application remains to be noticed very briefly. The printed circular distributed by the promoters of the school, bearing date January, 1843, is headed "Wrexham Normal British Schools, for educating and training male and female teachers, and for the education of 300 boys and 300 girls." It states that "a variety of circumstances make it necessary that more commodious premises should be procured, particularly the very great demand for a girls' school upon the same system, and for well-trained male and female teachers for North Wales and the adjacent parts." And they call upon the public "to enable them to supply the increasing demand for British teachers in North Wales," &c. The laudable exertions of the supporters of this school have succeeded in so far securing for it public confidence, that several schoolmasters have from time to time come from a distance to learn the system here pursued; and I was assured that numerous applications had been made by persons wishing to reside for some months in the town in pursuit of the same object. I apprehend, however, that their Lordships will not be disposed to recognize any individual school, however successful, as a training establishment, unless at the suggestion and with the express concurrence of the parent society, by which a guarantee might be afforded that local efforts would receive such support and direction as would enable them to fulfil adequately the important and difficult duties involved in the task of preparing masters for the charge of elementary schools.

The educational wants of the neighbourhood are appealed to by the applicants in the statement forwarded to their Lordships; and, notwithstanding what has been already done, and what is now contemplated, to meet those wants, it would seem that much active co-operation, founded on a clear view of the circumstances of the population, will still be required, before the labouring classes of this district can be said to be in full possession of such means of improvement as may be afforded by a suitable education.

The district in question is part of the rich undulating agricultural country between the plain of Chester and the Welsh hills. On the crests of these, the mining populations above referred to are located. The old entrenchment, called "Offa's Dyke," runs along the foot of these hills. At the end of the eighth century it secured the Saxon frontier in this direction; and it continues to mark almost as distinctly to this day the line of separation between the two languages.

The Welsh inhabitants of these hill-sides are described in a recent Report to the Commissioners on the Employment of Children\* as having been only a few years ago a dissipated and almost a lawless class, the children following the example of their parents, left without adequate pastoral care, and under few restraints, religious or moral.

The dissenting chapels and the Sunday-schools are referred to by Mr. Jones as the chief instruments by which a change for the better, as far as it has gone, has been wrought. But although the restraints of religious feeling and principle have happily assumed a hold, much yet remains to be done. Drunkenness, improvidence, sensuality, ignorance, still greatly obstruct the progress of amelioration, and often throw them back into vice and suffering. In many respects their habits are totally unreformed. The entire neglect of external cleanliness, ventilation, drainage, the smallness and crowded state of their cottages, are still the frequent sources of discomfort and loss of health. An uninformed and unpliant mind binds down the miner and collier to his accustomed employment for life. If it fails, he has no other resource. Mr. Jones states (s. 47) that, during his visit to Rhuabon (May, 1841), one of the mining companies discharged many hundred children and adults; nevertheless, few of them entertained thoughts of endeavouring to gain a livelihood by other means than their usual work; also, that though the hay-harvest was going on, few sought employment from the farmers, notwithstanding that their dwellings overlook and adjoin a tract of richly cultivated country. Of the females, it is stated that few have been at day-school, and very few can read; that they are not "wholly without" the simple acquirements necessary for the proper discharge of the useful domestic duties; and that in morals they are "not inferior" to those of other females of the working classes. The boys in the Rhuabon district, where the seams are thin, commence work as early as seven years old; nine and ten, however, are the more usual ages. They are anxious to go below and begin to work; and their parents, lured by the wages, are never backward in sending them. It is observed, nevertheless, that a spirit of improvement is growing up among them, "and a great desire to learn to read." This would seem to invite and encourage the establishment of effectual means of education, immediately accessible to them, at their own doors. It is obvious that the younger boys (for whom, in consequence of the early age at which they go to work, it is especially necessary to provide) and the females, are generally unable to attend regularly at a distant school. The mining communities on these hill sides, with the neighbouring agricultural population, are sufficiently numerous to supply children to schools on the spot large enough to support

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\* By H. Herbert Jones, Esq., p. 370, ss. 39, 40, &c

good masters. It is important that these masters should be acquainted with the Welsh language. It is here a common, and sometimes the leading, object of a parent in sending his child to school, that he should learn English. Were it not too often taken for granted that the children soon "pick it up" from each other, it would seem too clear to be insisted upon that unless a master has the command of both languages he can carry on no branch of instruction with a certainty that he is making any impression on the understanding or the heart. But the residence of an able and enlightened schoolmaster would be likely to produce a further effect by the influence he would also bring to bear on the adult population. Where any lingering prejudice remains against the spread of the English language, he would aid in dispelling a notion so detrimental to the real interests of the people: he would in many ways smooth the path of material and moral improvement. It has been seen that, although most of the grosser excesses and many of the more grave faults of character of this population have of late been checked by the dissemination of religious principles, their habits and conduct are, nevertheless, in many of the ordinary matters of life still susceptible of great amendment. The example of the superior habits, manners, and behaviour of an enlightened schoolmaster, resident among them, would be felt, and his advice resorted to, in many circumstances, in which the uneducated are apt to go astray for want of that common prudence, which is seldom found in conjunction with an uncultivated mind.

The schools about to be established in these mining districts, under the parochial clergymen, but on the same liberal footing that causes numerous dissenters' children to be sent to the existing schools, hold out the prospect of introducing among them these beneficial influences; especially as, in addition to the endowments belonging to two out of the three localities, there appears to be a reasonable anticipation that the schools will receive such pecuniary support as will enable them to be fully supplied with all the ordinary means of efficiency.

In the agricultural portion of the district the education of the lower orders has been, until of late, most imperfectly provided for here as elsewhere. In a communication, dated August 14, 1841, the vicar of Wrexham informs their Lordships that the school on behalf of which he was petitioning was the only school for boys in the parish, in connexion with the Established Church, in a population of 12,000. In 1836 the Town-hall school was added to those then existing for the children of the dissenting denominations. In Rhuabon parish, with a population of upwards of 11,000, there are in daily attendance at the three\* church schools only 270

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\* The number of public-houses (April, 1843) is stated to be 68, besides many beer-houses.

children. There are no day schools connected with dissent.\* The curate states that about 100 of the above children belong to Church of England parents; and that many more who attend the church are sent to superior schools at a distance. The instruction in the Rhuabon schools has hitherto been entirely confined to religious subjects; but it is understood that a wider scope is about to be given to it, and, in particular, that the proposed new school at the mining hamlet of Rhos Llanerchrugog, above adverted to, will be designed to meet in every respect the wants of the population, and to diffuse among them the civilizing influences of a comprehensive and useful education.†

The means and materials of an education of this kind are possessed to a very fair extent by the three leading schools for the working classes at Wrexham. Others which I visited in the town and neighbourhood were chiefly, from the want of funds, in many respects deficient. In one, the salary being too low to secure the services of a trained mistress, the business of the school was superintended and a portion of the instruction daily conducted by two ladies resident in the neighbourhood. It would be difficult to over-estimate the value of judicious superintendence of this kind, in raising the entire character of the school, in supporting the authority of the mistress, improving the manners and habits of the children, and pointing out to uninstructed or neglectful parents the consequences of false indulgence, and of the many other acts of imprudence and mismanagement into which they are too apt to fall. Where no superior influence of this kind is brought to the aid of an imperfectly qualified master or mistress, there may be some little elementary instruction, but there can be scarcely any education. It must be remembered that the children now growing up in these rural districts are the offspring of parents for whom, in accordance with opinions now happily less prevalent, either none or the most scanty means of moral and intellectual improvement were provided in schools. And it must also not be

\* The efforts, however, of the various dissenting denominations in erecting chapels have been great in this parish. The cost of those built by them within the last 45 years is stated to amount to the sum of 8,432*l*.

† The following table of the progress of this population since 1801, extracted from the public returns, will show, in connexion with the last paragraph, how long the necessity of enlarging the means of education has existed, and how indispensable are the present efforts in its behalf:—

Parishes.	1801	1811	1821	1831	1841
Grossford . . . . .	..	2,973	3,330	4,849	3,923
Marchwiel . . . . .	493	480	549	499	553
Rhuabon . . . . .	4,483	4,840	7,262	8,353	11,292
Wrexham . . . . .					
Township of Brymbo . . . . .	837	1,036	1,089	1,116	1,217
" Minera . . . . .	541	546	832	502	628
" Bersham . . . . .	852	511	1,339	1,240	1,716
Remaining townships . . . . .	6,079	6,840	7,821	8,663	9,360
	8,309	8,933	11,071	11,521	12,921



forgotten that those parents have grown to maturity under a state of society very different from that which was marked by the simpler habits, calmer minds, and more healthy social ties and affections of the generation that preceded them. The magnitude of the temptations, and the many difficulties, which the high state of modern civilization has brought with it, (especially to those among the lower orders who remain in the former state of ignorance,) make it obviously the more necessary that, if education be forwarded at all, (and it seems now to be more commonly recognized as a national want,) it should be of such a kind as will, in reality, afford a prospect of aiding to accomplish what it undertakes, the physical and moral improvement of the population.

I have, &c.,

(Signed) SEYMOUR TREMENHEERE.

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SIR,

Committee of Council on Education,  
Council Office, Whitehall, May 31, 1843.

THE Lord President has under his consideration the correspondence relating to your application for a grant for the erection of another British School in the town of Wrexham, and the report of Mr. Tremeneere, consequent on his visit of inquiry.

From these documents it appears that your committee have the power to retain possession of the Town-hall, which they now occupy as a school, and which they hold by a lease, 14 years of which are unexpired: that the managers of the other British School are willing to make it as generally useful as possible, by placing it under the superintendence of a committee, representing all classes who are interested in the existence of a British School; and that this school, under such management, is likely to supply an efficient education to a considerable number of children not now instructed therein.

His Lordship cannot, therefore, encourage you to abandon your lease of the Town-hall, and to incur the expense of erecting a new school, until, by concurrent exertions, the British School which has already received aid from the Parliamentary grant, is placed under a committee so selected as to give the inhabitants confidence in its being managed in strict conformity with the principles of the British and Foreign School Society.

Until this arrangement has been effected, the attendance on that school will not be equal to its capacity, and its utility will not therefore be fully developed.

Under these circumstances his Lordship cannot recommend the Committee of Council to grant you aid.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

*George Lewis, Esq., Wrexham.*

## REPORT ON THE SCHOOLS WITHIN THE PRESBYTERIES OF TONGUE AND TAIN.

By JOHN GIBSON, Esq.,

*Her Majesty's Inspector of Schools for Scotland.*

SIR,

17th September, 1842.

I HAVE now the honour to transmit my Report on the Schools within the Presbyteries of Tongue and Tain.

In the former of these presbyteries there are five parishes, the aggregate population of which is 7015. I examined all the schools which were in operation at the time of my visit; there are five Parochial schools, three General Assembly schools, and one Adventure school: in all, nine schools.

In the presbytery of Tain there are nine parishes, the total population of which is 13,962. With the exception of the Royal Academy, Tain, the examination of which had taken place before my arrival, and one or two female schools in the same town, I inspected all the schools existing within the bounds. There are nine parochial schools, four General Assembly's schools, three schools connected with the Society for Propagating Christian Knowledge, four Adventure schools, and one Subscription school.

It may be proper to premise that I have refrained from stating in the following Report my views as to the importance of introducing into all our schools Mr. Stow's training system, and from expressing my opinion regarding the manner in which the religious instruction might be most efficiently conducted. On these subjects I have spoken at considerable length in a former Report. The defects which I pointed out as characterizing the methods of conducting the religious instruction, which were prevalent in the schools within the bounds of the presbyteries of Aberdeen and Fordyce, were not less general and perceptible in those in the presbyteries of Tongue and Tain. I have also refrained from entering into detail regarding the best modes of classification and organization, or the manner in which particular branches should be taught; these were previously noticed at some length. I have considered it more expedient to direct my attention on this occasion to several circumstances greatly affecting the comfort and diminishing the already too scanty means of our schoolmasters.

I allude specially to the nature and extent of the school accommodations, the insufficient supply of school apparatus, the want of punctuality and regularity of attendance, and the non-payment of a great proportion of the school fees. To these subjects the greater portion of this Report is dedicated: the remainder is occupied with an attempt to delineate the respective merits of the various classes of teachers, to point out the most obvious and generally existing defects in the schools, and to suggest various methods in which these might be remedied, and other modifications and improvements introduced.

*I.—School Buildings.*

*School Buildings in the Presbytery of Tongue.*—The state of the school buildings throughout the presbytery of Tongue is unsatisfactory. I had to regret that some of the schoolhouses occupied low, damp, and unhealthy situations; that some had been erected in localities considerably removed from the mass of the surrounding population; and that others were incapable of accommodating with comfort all those who resorted to them. With the exception of the parochial schoolhouses of Tongue and Scourie they were in a bad state of repair.

I feel that to present to my Lords an accurate view of the school accommodations in this district, it will be necessary to enter into somewhat minute details regarding them. It may be proper to mention, that in the following statement, which is extracted almost verbatim from my note-book, I have refrained from embodying anything in reference to which there existed any difference of opinion between the clergymen, the teachers, and myself.

There are five parochial schoolhouses in the district. Those of Tongue and Skerray are recent erections; the former was built in 1835, the latter in 1836; both are good, substantial, and sufficiently commodious buildings, and in excellent repair.

The parochial schoolhouse of Strathy was erected in 1829, that of Farr in 1809, and that of Durness about sixty years ago. These are in an unsatisfactory state; the situation of that at Farr, though central, is unhealthy; the building is in very bad repair; it is not well ventilated or lighted, and it is incapable of accommodating more than two-thirds of those who are in regular attendance during the winter months.

The walls of the schoolhouse at Strathy are substantial; its situation is healthy, and in all respects well chosen; but it is said to be very cold in winter: the roof is of thatch, the floor is covered with flags, and even at the period of my visit (the middle of June) it presented an aspect of great discomfort.\*

\* In regard to the defective condition of the schoolhouses in Talmine and Durness, I have received the following explanation:—

At the former place directions were given, in 1834, by the late Duchess Countess of Sutherland, to build a school and a schoolmaster's house, whereupon it was represented by the minister and the people resident on that side of the Kyle, or Firth of Tongue, that it was desirable that the intended school should be made large enough for the occasional celebration of public worship. This was agreed to, but the local management made it too large for a school, and suitable only for a church. To secure for the people the advantage of a permanently residing clergyman among them, a manse and glebe was added to the church. Thus they obtained a church, a manse, and a minister, in place of a new schoolhouse and schoolmaster's house. A schoolmaster they had and still retained.

The case of Durness is as follows:—The Presbytery of Tongue, thinking the schoolmaster unfit for his situation, proceeded to remove him; but on account of some informality in the proceedings, the schoolmaster recovered damages in an action he brought against the Presbytery, and resumed and retains his situation. It was not until lately that all hopes of obtaining another schoolmaster were given up. As soon as this occurred, the Duke of Sutherland gave directions for building a new

The parochial schoolhouse at Durness is in every respect quite unsuited to the purposes of instruction. Its situation is low, damp, unhealthy, and not central. It is in miserable repair; the roof is of tiles, many of which are broken, and the thatch with which they are covered is not water-tight.

The school accommodations provided for the teachers connected with the General Assembly's education scheme, though generally situated in localities at once healthy and within reach of the surrounding population, are, in regard to their state of repair, not greatly superior to most of the parochial schoolhouses.

The schoolhouse at Skerray was erected in 1835; the walls are substantial, but the floor is earthen and very uneven. It is not well heated, and is not sufficiently commodious.

The schoolhouse at Talmine, which was built in 1826, is inferior to that just described. Its roof is of thatch, and is seldom water-tight; the whole apartment is in miserable repair. The walls are very dirty; the floor is earthen and very damp; the ventilation is not good; it is also badly heated and lighted.

The schoolhouse at Ceannbinn was erected about twelve years ago; the walls are good. It is covered with tiles, but these are in bad repair; the floor is earthen; the apartment is not well lighted, and is very cold and damp.

The only Adventure school in the district is situated at Durine. The schoolhouse is of the most miserable description, and yet it is a monument of the solicitude which the very poorest of our Scottish population feel for the moral and religious education of their children. Dissatisfied with the parochial teacher, and determined not to have their children educated by him, out of their most scanty incomes they raised the sum of 7*l.*, with which they procured materials, and, with their own hands, reared the humble structure.

The walls are of dry stone, and not more than five feet high; the covering is thatch; there is no fire-place and no window; but in the roof are large openings, from which the smoke that ascends from a small peat fire most gradually escapes, and by which all the light that is within finds an entrance. The dimensions of the apartment are 24 feet by 10, the height of the entrance exactly 4½ feet: and here 60 children are congregated and taught, while very few cross the threshold of the parish school.

I am happy in being enabled to state that his Grace the Duke of Sutherland, who is the only heritor in the district, gave orders, during his visit to his northern estates last autumn, that the necessary steps should be taken to render all the existing school accommodations in the district such as the best friend to the educational interests of the population could desire. Each

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schoolhouse, which might be converted hereafter into a parochial school; and that is now in progress, and will be completed in the course of this season.

of the schoolhouses is to be put into a state of thorough repair, and to be supplied with the necessary forms and desks. New schoolhouses are to be erected at Farr and Durness, and at Armadale, a populous part of the parish of Strath, where there has not hitherto existed any permanent educational economy, an excellent and commodious schoolhouse is being built. Maps and other apparatus have been presented by his Grace to some of the schools. Several of the teachers have already been sent, at his expense, to the Edinburgh Normal Seminary, in order to be trained to skill in the practice of their profession. The importance of this cannot be over-estimated. The teachers in this district are situated at great distances from each other, and are thereby precluded from witnessing in operation any school but their own. They cannot reap the advantages arising from intercourse with those intrusted with duties similar to their own. Isolated from all who can either stimulate them to increased zeal and attention in the discharge of their duties, or to encourage them in a course of improvement already entered upon, they are apt to sink into lethargy, or to go through the business of the schoolroom in a listless and unenergetic manner; and it is not greatly to be wondered at if an originally keen and most conscientious sense of duty should in these circumstances be impaired, and if the intensity of desire to render their instructions as efficient and beneficial as possible should gradually abate. By the enlightened liberality of his Grace these obstacles to improvement are in the course of being removed; and it may be confidently anticipated that in a few years the most recent and approved methods of instruction will be in active and efficient operation in every school in this most remote part of the island.

*Schoolhouses in the Presbytery of Tain.*—There are nine parochial schoolhouses in the presbytery of Tain. That of Kincardine, in addition to its being in a bad state of repair, is most inconveniently situated. The walls of that in the parish of Nigg are dirty, and otherwise in bad condition. The others are good and substantial buildings, and occupy healthy and central situations; five of them, however, are not sufficiently commodious.\*

I had to regret here, as well as in Sutherlandshire, the wretchedness and insufficiency of the accommodations provided for the teachers on the General Assembly's education scheme. In all of them the floor is earthen. Only two, those of Ardross and Moss-

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\* The dimensions of that at Kincardine are 28 feet by 13 feet. Allowing six square feet for each child, there is accommodation for only 61 pupils, while the average daily attendance during winter is 65. The schoolhouse at Fearn is capable of accommodating 66 pupils, and the average daily attendance in winter is 80. In that of Logie Easter there is accommodation for 42 pupils, the average daily attendance in winter is 96. In that of Tarbat 90 pupils can be accommodated; the average daily attendance in winter is 140.

The schoolhouse at Tain cannot contain more than 108, the average daily attendance is 180.

field, in the parish of Rosskeen, are in a tolerably satisfactory state; that at Scotsburn, parish of Logie Easter, is damp and in bad repair; that at Auchnagart is most inconveniently situated, and indeed utterly unfitted for the purposes of instruction. It is damp, there is no fire-place, and no outlet but the door for the smoke of the peats, which, even during summer, it is necessary to burn to render it tolerably dry and warm.

The school buildings of the Society for Propagating Christian Knowledge are all in a most unsatisfactory state.

Of the schoolhouses of the three Adventure teachers, whose seminaries I visited, that of Mr. William Bain, Tain, which he erected at his own expense, is of the best description; that at Bridgend, in the parish of Rosskeen, with the drawbacks of an earthen floor and a low ceiling, is excellent; that at Saltburn is sufficiently commodious, but not in good repair.

*Dwelling Houses.*—All the parochial teachers, those connected with the General Assembly's education scheme, and those employed by the Society for Propagating Christian Knowledge, are provided with dwelling houses.

They are generally attached to the end of the schoolhouses, and consist of from one to three or four apartments. As these, in regard to their state of repair, generally correspond with the character attributed to the schoolhouses in that respect, I do not think it necessary to enter into details regarding them. It may be proper, however, to mention one or two cases in which the comfort of the teachers seems most unaccountably to have been disregarded.

The dwelling house provided for the parochial teacher at Farr is in such a condition that he has not hitherto inhabited it. He has been compelled to pay from his already too scanty income for lodgings in an adjoining cottage. That of the parochial teacher at Durness consists of *only one* small apartment, which is separated from the schoolhouse by a wooden partition, and the dimensions of which are 14 feet by 12; while that of the teacher at Auchnagart, reaching the minimum of accommodation, consists of *only one* apartment, 9½ feet by 14. It is to be regretted that such cases can be recorded.

*Internal Economy.*—All the parochial schools, with the exception of that of Nigg, are well supplied with forms and desks. There was great diversity in this respect in the schools belonging to the various classes before specified. Most of the General Assembly's schools are very inadequately provided with these. The two most striking cases of deficiency are Skerray and Auchnagart. In the former school there are only one form and one desk, which accommodate with comfort not more than between 20 and 30 children. The average number in attendance is 122. In the latter there is only one short form. The remainder of the

children are seated on planks, the ends of which are supported on large blocks of stone.

*School Apparatus*—In the parochial schoolhouses of Tongue, Strathy, Farr, Durness, Scourie; Fearn Edderton, Logie Easter, and Rosskeen, there was no school apparatus; no globes, no maps,—not even a black board. In Kincardine parochial schoolhouse, the only apparatus was a black board. In that of Nigg, there was, in addition to the black board, a ball frame. In that of Tarbat, a black board, five large and a few small maps. In that of Tain, a black board, an alphabet board, a ball frame, and a good supply of maps; and in that of Kilmuir Easter, a black board and nine large maps, kindly supplied by Mr. Hay M'Kenzie, of Cromarty.

Of the eight General Assembly's schools, four were without any school apparatus. In that of Skerray were six small maps. In that at Ceannbinn, a black board and a few maps. In that at Auchnagart, eight; and in that at Ardrross, three small maps.

In the schools supported by the Society for propagating Christian Knowledge, there was no apparatus. In the Adventure school at Saltburn, I found a black board, and at Bridgend a pair of globes.

*Attendance*.—It is difficult to give anything more than a very general notion of the proportion that the number of children who attend school with even tolerable regularity bears to the whole population. In prosecuting my inquiries into this subject, I met with numerous and insurmountable obstacles.

The nearest approximation I have been able to make will be found in the following statement:—

In the Presbytery of Tongue there are five parishes, the total population of which is, according to the census 1841, 7015. According to the report of the Presbytery Committees for examination of schools which was given in to the last General Assembly, and with a copy of which I have been kindly furnished by the Presbytery clerk, there existed within the bounds five parochial schools, attended by 296 pupils, two schools connected with the Society for Propagating Christian Knowledge, attended by 118 pupils; three schools supported by the General Assembly's Education Committee, attended by 308 pupils; one Gaelic Society's School, attended by 36 pupils; and four Adventure Schools, attended by 161 pupils, giving 919 as the total number of children receiving instruction at the time this Report was drawn; in other words, somewhat more than one-eighth of the whole population were then actually under instruction.

At the period of my visit, (the middle of June,) the only schools in operation were the Parochial schools, the General Assembly schools, and one Adventure school. The following Table exhibits,—1st. the greatest number present at each of the schools

during those months in which the attendance is the fullest; 2nd. the average daily attendance during summer; 3rd, the average daily attendance during winter; and 4th. the numbers actually present on the day of inspection.

		Greatest Number in Attendance during the time the Attendance is fullest	Average Daily Attendance in Summer.	Average Daily Attendance in Winter.	Present on Day of Inspection.
<i>Parochial schools.</i>	1. Tongue. . .	95	55	75	35
	2. Strathy. . .	98	20	45	20
	3. Farr . . .	117	40	96	40
	4. Durness . . .	12	5	8	8
	5. Scourie . . .	54	20	40	12
		376	140	264	115
<i>General Assembly's School.</i>	1. Skerry . . .	150	122	140	130
	2. Talmine . . .	151	25	120	40
	3. eantbinn. . .	50	40	50	49
		351	187	310	219
<i>Adventure School.</i>	1. Durine . . .	65	40	60	49

Taking Mr. M'Kenzie's returns of the attendance at those schools which are in operation during the winter months only, and which of course I did not see, viz. at the two schools connected with the Society for Propagating Christian Knowledge, 118 pupils; at the Gaelic Society's schools 36, and at the three Adventure schools 101, in all 255 pupils; and adding this number to that reported in the above Table to be the average amount of daily attendance during the winter months, we have 889 as the number in daily attendance, and who are actually receiving instruction during that period. In other words, it is only during three or four months in the year that somewhat more than an eighth of the whole population are actually in attendance upon the means of instruction.

In a note appended to the copy of the Report furnished to me, Mr. M'Kenzie says, "In the summer months the attendance at our schools must fall far short of the half of the attendance in winter, for although a respectable number do attend our Parochial and Assembly schools, the others are then wholly suppressed."

The above Table will show that the result of my inquiries fully coincides with and corroborates this statement; the average daily attendance at all the schools in operation during the summer months having been found to be 367, or about one-nineteenth of the whole population.



The following Table (page 5) includes all the schools within the bounds of the Presbytery of Tain, with the exception of those in the parish of Tain, which are omitted for reasons mentioned in the note below,\* and exhibits, with regard to each school, 1st, the greatest number of pupils in attendance during the winter months; 2nd, the average daily attendance during summer; 3rd, average daily attendance during winter; and 4th, the number actually present on the day of inspection.

From this Table it appears that, during winter, somewhat less than an eighth of the whole population are *daily* under instruction, and that this proportion during summer diminishes to an eighteenth.

It is worthy of observation that, while in the Presbytery of Tongue the average daily attendance at each of the schools connected with the General Assembly's education scheme nearly doubles that at each of the parochial schools, the one average being 62 in summer and 103 in winter, the other being 34 in summer and 64 in winter, in the Presbytery of Tain the case is reversed; the average daily attendance at each of the parochial schools there being during summer 63, and during winter 91; while that at those of the General Assembly is 27 during summer, and during winter only 45.

The above statement will, I think, serve to place before my Lords a general view of the amount of educational means existing in these districts, and of the extent to which the population avail themselves of them.

There were numerous obstacles to my acquiring a correct view of the various ways in which the social condition of the people affects attendance at school, and of the extent to which it operates to that effect.

The great size of the parishes, in Sutherland particularly, the distance between the various hamlets, and the necessity of bestowing by far the greater part of my time in the actual examination of the schools, rendered it impossible for me personally to institute an investigation into those and other interesting collateral points. I was careful, however, to avail myself of every opportunity afforded me of obtaining, by personal observation and inquiry, evidence by which I might test the various statements made to me upon these subjects. In the absence, therefore, of a complete view of the various influences in operation, affecting the educational welfare of the population, I think it desirable and proper to record those which either came under my own observation or the existence of which was otherwise fully established.

1st. Very many children between the ages of 5 and 15, and

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\* It happened that at the time of my visit most of the schools in the *town* of Tain were not in operation; the summer vacation had just begun.

residing within two miles of the nearest schoolhouse, do not attend at all; this is mainly attributable to the extreme poverty of the

	Greatest Number in Attendance during Winter Months.	Average Daily Attendance in Summer.	Average Daily Attendance in Winter.	Present on day of Inspection.	Population of Parish.
<i>Parochial Schools.</i>					
1. Kincardine . . .	84	45	65	38	2,117
2. Fearn . . .	110	50	80	51	1,914
3. Tarbat . . .	158	80	140	72	1,826
4. Nigg . . .	60	40	48	17	1,435
5. Tongue . . .	114	60	96	..	1,015
6. Edderton . . .	85	35	60	32	975
7. Kilmuir Easter .	103	50	72	67	1,472
8. Ross-Keen . . .	119	60	80	74	3,208
	833	420	641	351	13,962
<i>Assembly's Schools .</i>					
1. Auchnagart . . .	55	20	45	28	..
2. Scotsburn . . .	68	30	40	40	..
3. Mossfield . . .	96	30	65	27	..
4. Ardross . . .	53	30	30	39	..
	272	110	180	134	
<i>Society for Propagating Christian Knowledge Schools.</i>					
1. Inver, of Tain . .	60	30	40	26	..
2. Balintore . . .	107	32	55	40	..
3. Calrichie . . .	90	40	75	38	..
	257	102	170	104	
<i>Adventure Schools.</i>					
1. Saltburn . . .	71	40	60	34	..
2. Bridgend . . .	76	55	70	57	..
	147	95	130	91	
<i>Subscription School.</i>					
1. Invergordon . .	50	45	45	43	..

parents, which prevents them from paying the school-fees; from providing their children with the necessary school books, and other apparatus, such as pens, paper, slates, &c., and in numerous instances, from supplying them with the clothing needful in winter.

I find in my note-book only a few examples illustrative of this, sufficiently definite and well authenticated to be recorded here.

In the parish of Strathy there are always, according to the Report of the clergyman and other parties, a very considerable number of children between the ages of 5 and 15, and residing

at no great distance from the schoolhouse, who do not attend at all; and more definitely there is one district in this parish, in which there are 30 families, not one member of which had been in attendance during the last year.

Mr. Campbell, schoolmaster of Farr, is convinced that there are in that parish numbers of children of age for instruction, and who reside within two miles of the parochial schoolhouse, who do not attend school.

I was informed by the same gentleman, that there are within the same distance from the schoolhouse two hamlets, each containing a population of 100 persons, from both of which not more than 8 had been at school, even during the winter months; and that if all the obstacles to regularity of attendance arising from the poverty of the parents were removed, there might be not fewer than 150 pupils during the winter months, and during summer from 100 to 120. The attendance at present is, during winter 96, and only 40 during summer.

Both the clergyman and schoolmaster of Scourie attributed the non-attendance of considerable numbers between the ages already specified, partly to the poverty of the people, and partly to their want of interest in the education of their children.

The schoolmaster at Skerry says, that, were it not for the poverty of the parents, more than 200 children would be in regular attendance. The average number in attendance during winter is 122.

The schoolmaster at Talmine assured me that if he were to attempt to enforce the payment of school-fees, he would not have more than 12 scholars; this is owing solely to the poverty of the parents.

2nd. A considerable number are prevented from attending by their distance from school. In the western part of the parish of Tongue, separated from the Talmine district by a small river, which prevents the children coming to the Assembly school there, there are upwards of 50 children of school age. During the winter a boy from the nearest school is employed by the parents to teach their children. These instructions, necessarily most imperfect, are continued only during the winter months. In the summer there is no school in the district; and at the period of my visit there were only two children in it receiving instruction.

In the parish of Tarbat, there was, in the opinion of the clergyman, great need of another school, on account of the distance of many of the children from the existing schools.

In a remote part of the parish of Edderton, an Adventure school is taught during the winter months. It is conducted by a boy who is engaged by the parents, and who is generally chosen from among the pupils at the parochial school. The attendance is about 30: a small bothy is erected in a central situation, and

serves as a schoolhouse. The teacher is boarded a fortnight at a time in the houses of his employers. During the summer the children attend no school.\*

3rd. The teachers universally complained of the great irregularity of the attendance of those whose names were on the books, and abundant proof has been afforded in the foregoing statements that this complaint is too well founded.

It is unnecessary to point out the bad effect of this irregularity of attendance upon the whole of the school discipline and management. It forms an almost insuperable obstacle to the introduction of the improved methods of classification and organization; it precludes the master from adopting the monitorial system, except in a form so materially modified as not only to diminish and deteriorate its influence, but even to strip it almost entirely of

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\* I cannot pass from these statements, the object of which is to show that considerable numbers are prevented from attending school at all, without relating, as simply and briefly as I can, the following incident:—After having completed the inspection of the schools in the Presbytery of Tongue, I travelled through the peculiarly desolate and mountainous parish of Assynt, on my way to the Presbytery of Tain. On coming to a place called Kyle Stromie, I entered into conversation with the ferryman, N. M'L., regarding the manner in which his children (he had seven of school age) were educated. The nearest schoolhouse he said was about nine miles distant; there were within two or three miles of his house between 30 and 40 children of school age, and the only means of educating them within the reach of the parents was to employ, during two or three months in the year, a boy, who had received his education in the nearest parochial or Assembly school. In this way some of these poor children had received some instructions in reading; but the labours of the boy, such as they were, had been discontinued in consequence of the parents being unable to raise even the small sum necessary to secure his services.

On parting from N. M'L., the road ascended along the slope of a high and rugged hill; at intervals of two or three hundred yards, stretched on each side a long deep glen with a few thatched cottages occupying its warmest and most sheltered spot. As I proceeded slowly up the rugged ascent, I observed the sons of the ferryman running at full speed along the brow of the surrounding hills, or darting away up into the glens. At intervals their shrill halloos were heard among the hills, and were speedily answered in deeper and more manly tones. The boys had been dispatched by their father to apprise the residents of these remote solitudes of my presence in the country, and to summon them to overtake me at a point of the road where it was known my progress would be most gradual. A little farther on, I saw issuing from each of the dark ravines one or two individuals, each leading in his hand one young child, and followed by two or three of more advanced age. On my arrival at the appointed place of meeting, there stood before me a small but most interesting assemblage of seven sturdy Highlanders, surrounded by their children to the number of 23. Their object was to request me to use my influence in procuring for them the services of a schoolmaster. Here were their children growing up without instruction. They were unable to afford remuneration sufficient to retain the services even of such a teacher as had been labouring among them. They assured me that in the event of a salary being procured for a teacher, they would most willingly rear with their own hands a structure sufficiently large and commodious for a schoolhouse; and that there might be secured a tolerably regular attendance during the winter of between 30 and 40 children. They pointed out to me a wretchedly dilapidated hut, which they had erected a few years before, and which had served as the schoolhouse of the district so long as they could raise the necessary remuneration for their "boy" teacher. It is now a perfect ruin. It never had been aught but a hut of the rudest and humblest character, and yet it told most eloquently of the solicitude of these dwellers among the hills for the religious and moral welfare of their children.

its utility. It prevents him from prosecuting with the desirable steadiness and application any systematic course of religious and moral training and intellectual culture, and wherever it prevails to any great extent we cannot expect to find in the schools much more than a fair amount of facility in performing the processes of reading, writing, and arithmetic, together with a moderate and not very well arranged amount of scriptural knowledge; I was therefore careful to observe whether any expedient had been adopted to counteract or destroy the irregularity of attendance.

The results of my observations were far from being satisfactory. However, I think I may with safety affirm, wherever the intellectual system had been introduced, and was practised with ordinary skill, wherever the teacher was energetic and enthusiastic,—wherever his heart seemed to be thoroughly in his work, the attendance had improved both in respect of numbers and regularity.

If each school were furnished with a sufficiently complete set of school-books and other apparatus, this irregularity of attendance would decrease. The best illustration of this I can recollect is the following:—Mr. Campbell was appointed parochial schoolmaster of Farr in 1838. During that year, the average daily attendance during the summer was 75. During last year it was only 40. Upon inquiry, I found that this decrease was not to be attributed to any change in the social condition of the people, but proceeded from the following cause: when Mr. C. was appointed to the situation, he procured, at his own expense, a supply of school-books, which he sold to the children at greatly reduced prices; many of these are now soiled, some destroyed, some lost. New ones cannot be obtained, and I was assured that from this cause alone the attendance had been diminished nearly one-half.

The most striking illustration that I met with of the effect which zeal and efficiency in the teacher produce on the educational state of a parish is to be found at Tarbat. Previous to the appointment of Mr. Denoon, the present able and zealous schoolmaster, out of a population of 1826, there were not more than 35 pupils at the parochial school during any part of the year. The average daily attendance throughout the year is now 140. This cannot be ascribed to any change in the social or economical state of the parish. To the zeal and ability of Mr. D., aided and encouraged by the present minister, this remarkable improvement is wholly attributable.

I have again to express my conviction of the extreme importance of the adoption of every expedient, the tendency of which is to increase the regularity and punctuality of attendance, such as supplying each school with proper apparatus; keeping with care registers both of punctuality and regularity of attendance, and

impressing upon the minds of the parents the desirableness of their children receiving steady and somewhat prolonged courses of instruction and training.

*Payment of School Fees.*—Most of the teachers complained of the non-payment of a great proportion of the school fees. In every district in which I have prosecuted my official inquiries the same complaint was made; but nowhere, I think, did this discouragement exist to such an extent as in the two presbyteries spoken of in this Report. The influence of this in restricting the comforts, in lowering the status, and otherwise diminishing the outward respectability of the schoolmaster, its too general effect in breaking down the energies and interfering with the efficiency of the ablest and most enthusiastic teacher, and its injustice in compelling him to educate without remuneration a great proportion of the population, seem to challenge for this feature, in the educational state of a country, the first claim to attention, and very loudly to demand a speedy, and if possible a perfect, remedy.

I shall therefore describe, at some length, and with some minuteness of detail, the extent to which this evil exists within the bounds of these two presbyteries.

The average daily attendance at four parochial schools in the presbytery of Tongue has already been stated to be, during summer 34, and 64 during winter; supposing that the number given as the average daily attendance during summer avail themselves of the means of instruction during two quarters only, and that the additional number in attendance during winter (in this case 30) attend one quarter only; and supposing further, that for each child the quarterly payment is only 2s., the amount of fees that *should be realized* is 39*l.* 4s., giving to each teacher 9*l.* 16s. yearly from this source.

The amount *actually realized* in these four schools, in the course of a year, is 15*l.* 15s., which gives to each teacher only 3*l.* 16s. 3*d.* yearly. In other words, each of these teachers sustains a yearly loss of 5*l.* 10s. 9*d.*

Again, the average daily attendance at three General Assembly schools is, during summer, 62, and 103 during winter. Making the same suppositions as before, the amount that *should be realized* is 49*l.* 10s., yielding to each teacher 16*l.* 10s. yearly from this source.

The amount actually realized is 11*l.* 5s., giving each teacher only 3*l.* 15s. yearly; each of these gentlemen therefore sustains a yearly loss of 12*l.* 15s.

The state of matters in this respect within the bounds of the presbytery of Tain does not materially differ from that now described.

The average daily attendance at nine parochial schools in this

district is, during summer, 63, and 91 during winter. Basing our calculations on the same data as before, the amount of fees which ought to be realized by the teachers of the nine schools is 165*l.*, which would yield to each teacher 18*l.* 6*s.* 8*d.* yearly.

The amount actually realized is 101*l.*, giving to each teacher only 11*l.* 4*s.* 5*d.* Each teacher thus sustains a loss yearly of upwards of 6*l.* 19*s.* 6*d.* Again, the average daily attendance at four Assembly schools is, during summer, 27, and 45 during winter. Upon the same basis of calculation, the sum that should be realized is 28*l.* 16*s.*, which would give each teacher 7*l.* 4*s.* annually, the amount actually obtained is only 5*l.* 2*s.*, yielding to each teacher only 1*l.* 5*s.* 6*d.* yearly. The yearly loss to each is 5*l.* 18*s.* 6*d.*

It is scarcely to be wondered at that such a state of matters affecting so materially the worldly comfort and status of the teacher, and in so many ways interfering with the success of his professional labours should greatly depress the spirit and diminish the energies even of the ablest and most zealous and conscientious among them. Such I found to be the case.

The impression on the minds of a great majority of the population is that the legal salary and accommodations afford the teachers a perfectly sufficient remuneration for their labours. Such a feeling betokens a most lamentable state of things. It shows the extreme poverty of those by whom it is entertained, and it cannot fail to be followed by the most disastrous results upon the educational state of the district.

*Education of the Teachers.*—Most of the parochial teachers have received a university education, and are in point of attainment far superior to those belonging to the other classes. Of the five parochial teachers in the presbytery of Tongue, two have gone through a complete course of literary and philosophical study at a university, and have been enrolled as students in the Divinity Hall during three sessions. One has attended college during three sessions; one, two sessions, while the other, although he had received the whole of his early education at a parochial school, had been trained to his profession as a teacher at the Edinburgh sessional school.

Of the nine parochial teachers in the presbytery of Tain, five have completed their literary and philosophical course of university study, and have been enrolled as students of Divinity; three have just completed their literary and philosophical studies, and the remaining one has attended college during three sessions.

Of the teachers belonging to the other classes, only one had attended college, and his attendance did not extend beyond one session. Five out of the seven Assembly teachers had been trained in the Edinburgh Normal Seminary, one had been in attendance there upwards of two years, another 18 months, another

four months, while the others had been students in that seminary only two months.

I now proceed to give my opinion of the respective merits of the various classes of teachers, insofar as skill in the art of teaching, and their general capabilities of conducting the school-business are concerned.

It is perhaps unnecessary to say that I have ever felt it especially incumbent upon me in the discharge of this part of my duty to use the utmost degree of caution. I have endeavoured to bear constantly in mind that my judgment on these points was to be formed and regulated only by what I saw done in the various schools, that my observations were necessarily very cursory and limited, and that the only correct basis on which to found an opinion on these subjects is the impression left upon my mind by the examination actually instituted, and chiefly conducted in each case by the teacher himself.

I have already said that in point of education and general accomplishment the teachers of the parochial schools are vastly superior to the others. The course of instruction in their seminaries was generally more comprehensive, and the style in which the various processes of examination were conducted, showed in almost every case a considerably more extensive amount and variety of information, and a greatly more ample range of thought. At the same time the best of those parochial teachers who had undergone no regular course of professional training, seemed to me inferior in several most important respects to those of the Assembly teachers who had been trained for any length of time at the Normal Seminary. In the classification of their scholars, in the general arrangements and organization of their schools, in the power of adapting their instructions to young and untrained minds, in the success with which they conducted the analysis of the various lessons, and in the felicity and fulness with which they illustrated them, and especially in the spirit and energy with which all the school business was gone through, the superiority of these gentlemen, even to the best of the untrained parochial teachers, was as marked as their inferiority to them in mere scholarship was manifest.

I never had so good an opportunity of observing the beneficial effects of a strictly professional training, the contrast in the above-mentioned respects between the trained and the untrained educator, and the relative merits of each had never been placed so prominently before me. And most certainly insofar as these cases are concerned, the views of even the most sanguine advocates of the propriety of enforcing a course of training at a Normal establishment as an essential part of the education of every school-master were amply justified.

After this general statement I proceed to give more in detail my



opinion of the several classes of teachers. Of the 14 parochial schoolmasters, five seemed to me to discharge their duties with very considerable ability, and evinced in the whole school business great industry and zeal. The explanatory method was practised by all of them with much skill. They were in the habit of examining their pupils upon the words and subject-matter of the various lessons. In arithmetic they had been careful not only to train them to expedition and accuracy in working prescribed sums, but had also given them clear explications of each rule. And in conducting the religious instructions, special care had been taken to analyze, illustrate, and explain the scriptural readings as well as the various questions in the Catechism. The explanatory method was applied as far as practicable to all the processes of instruction. The class next to these in point of ability consists of six. All these gentlemen seemed to discharge their duties most zealously and conscientiously. The explanatory method was practised in all their schools, but from their not having at any time enjoyed the opportunity of seeing it ably and skilfully exemplified, it was not very satisfactorily conducted. In other respects, especially in classification and organization, these schools were deficient. The schools of the remaining three gentlemen were in almost every respect in a most unsatisfactory state.

Of the seven Assembly teachers, three conducted the whole business admirably. These gentlemen had been trained at the Edinburgh Normal Seminary, and had introduced into their schools the system there acted upon insofar as it was applicable to their less pretending establishments. The monitorial system, in a modified form, was in full and most efficient operation. There pervaded the school-rooms a well-ordered activity, and the beaming and cheerful countenances of the children gave evidence of the skill with which their instructions were conducted. All were usefully employed, and all seemed happy. The aim of the teachers had evidently been to cultivate the thinking powers of the pupils, and the results of their labours were of the most pleasing description. While the *younger* children in most of the other schools, parochial as well as others, were generally unable to understand me when I took part in the examination—their vernacular language is Gaelic—the very youngest in these three schools had no difficulty in apprehending all my questions, and very generally gave distinct and intelligent answers. The reason of this was that the teachers had been careful to make even the *most elementary* parts of their education strictly mental exercises; the children had been taught clearly to apprehend the meaning of every word they learned. This had been accomplished by the teacher expressing to them in *Gaelic* the signification of each new *English* vocable, and cross-examining them in *English*.

Whenever their store of words in the latter language proved too limited, recourse was had to that of which they had a fuller and more thorough command. The process had been a most laborious one, and had been admirably performed. The teacher at Ceannbinn seemed to me especially deserving of commendation in this respect; I have seldom seen the elementary branches taught with more energy and spirit, or with greater success than in this school.

The other teachers connected with the Church Education Scheme were, in all respects very much inferior, to those now spoken of. Of the teachers connected with the Society for Propagating Christian Knowledge, and of the three Adventure teachers, I can only say, that in point of industry and zeal they appeared to me deserving of very high praise. I had to regret, in the case of some of them, their want of acquaintance with the best methods of conducting the business of the schoolroom, and especially the impossibility of their affording from their wretched incomes the sum necessary to enable them to acquire the requisite knowledge of new and better methods.

It only remains to point out the defects which were most prevalent in the schools examined.

1st. In few things did the ignorance of the teachers of the improvements recently introduced into our best schools more clearly appear than in the bad arrangement of the forms and desks, the unskilful and disorderly manner in which the movements of the various classes were regulated, and the want of system in the whole internal economy of the school. I took every opportunity of pointing out the advantages attending a minute, rigid, and systematic attention to these various points, and I endeavoured to show the great importance of such an internal arrangement as would enable the teacher to have always under his eye every child in the schoolroom, and would, at the same time, leave a sufficient area for the simultaneous drill of two or three or more classes.

2nd. *Want of proper classification.* I am aware of the difficulties—the want of the necessary books and other apparatus, and the extreme irregularity of attendance of many of the pupils, interfere with, and in very many instances entirely break up, the best ordered classification. I am anxious to direct attention to the principles by which this classification should be regulated. The stage of progress, and not the age of the child or the time he has been at school, is to be considered. It is always to be remembered that it is very desirable to form into one class as many as are at all equal in point of attainment. The advantages of this are numerous. Time is saved. A degree of spirit can easily be infused into a pretty numerous class, which it is difficult, if not impossible, to impart to one consisting of only two or three. The monitorial system also, in some modified form, could, if a

somewhat perfect classification were first secured, be regularly and systematically acted on. In the absence of stated monitors, the dux of the class, or the best boys in their turn, might be intrusted with its superintendence, when the master is necessarily otherwise employed. An important point is gained if the children's minds are occupied. They may be employed in learning something useful, however imperfectly, while the master is permitted to prosecute his labours elsewhere unmolested and in silence. Every expedient should be adopted to keep every child usefully occupied during every moment he is in the school.

3rd. *The limited application of the explanatory method.* This is generally ascribed to the want of the necessary time. It is said to be incident to a promiscuous country school, and I was frequently told that the defect was irremediable. It has been remedied in numerous instances. In some schools within the bounds of these two presbyteries it has been entirely overcome. From many of the others it could, were the teachers thoroughly resolved to attempt it, be for ever banished. Let the desirableness of the application of this method to every branch of instruction be intensely felt; and let the advantages attending this be once thoroughly realized, and the defect will soon disappear. The object cannot be attained until a proper classification, and somewhat complete organization of the whole school discipline have been secured.

4th. *The limited extent to which geography, grammar, history, mental arithmetic, &c., are taught, and the small proportion of the pupils learning these branches.* It is advantageous to give instructions in each of them at a very early stage of the child's progress. Among the expedients adopted to give animation and energy to those who from their early age and stage of advancement in the more mechanical processes of reading and writing, cannot be occupied with the same thing more than a few minutes together, should be the proposal to them of simple exercises in mental arithmetic; the narration of short and interesting passages from either sacred or profane history; sketches of the physical geography of the country around them, and descriptions (illustrated by prints) or, better still, by presenting to their observation the objects themselves of the more interesting classes of natural objects. The pupils a little more advanced might very easily and properly be taught to apprehend thoroughly the nature of nouns, pronouns, adjectives, and verbs. Everything they might be taught cannot be enumerated here. Let the teacher observe the amount of the intellectual development of his pupils, and let him endeavour to impart to them everything which may be useful, and he will find room and verge enough for the exercise of all his talent for organization and arrangement. Were these instructions to be commenced thus early—to be systematically conducted and energetically prosecuted throughout the school-

course, however limited—there will have been communicated, ere its completion, a considerable amount of useful knowledge.

5th. The leading defect in almost all the schools was the want of a due amount of attention to the explanation of each English word on its first occurrence in the lesson-books. It seems extraordinary that when the importance of the explanatory method has been recognized, and where its partial introduction has been followed by the very best results, many of the children, whose vernacular tongue is Gaelic, should be able to read English with facility, without having the slightest notion of the import of the words which they perfectly articulate. This is the rote system in its most offensive form; and yet this was the case in very many of the schools. On requesting the master to question the children on the import of the words or subject-matter of the lesson, I was frequently told that they did not in the slightest degree understand what they had read. I was careful to inculcate the propriety of divesting every one of the school-exercises of everything that was merely mechanical, and pointed out to all the teachers the propriety of applying the explanatory method at the very beginning of each child's educational course. I saw this admirably done at the Parochial school at Lairg, and at the General Assembly's school at Ceannbinn.

The teachers, after having heard the children read a passage in English, required them to retranslate it word by word into Gaelic. After this had been done, they, by means of cross-examinations, illustrations, and explanations, both in Gaelic and English, tested the degree to which they had apprehended, not only individual words, but the whole import of the lesson. The exercise was followed by the best results; the more advanced children not only read, but thoroughly understood the most difficult and uncommon English word. They had no difficulty in apprehending me when I questioned them on the various passages read, and they conversed with me with very considerable facility and fluency.

In the best Parochial schools—in most of the General Assembly's schools—and indeed wherever the explanatory method had been introduced, expedients had been adopted for the purpose of obtaining the same results. What I had to regret was that a sufficient degree of importance did not seem to be attached to these exercises, and that their application was very generally limited to more advanced pupils. In only one instance did I find the schoolmaster totally ignorant of Gaelic. It is unnecessary to say that in his school the mental culture of the pupils was very limited. There existed no medium of communication between the minds of the teacher and of his pupils; and children, who, when addressed in their vernacular tongue, manifested the utmost degree of mental activity, and no ordinary share of intelligence, were compelled to spell out their lessons under the direction of

one who, how conscientious soever, and how deeply soever interested in their welfare, was prevented from rendering his instructions anything but a dry and mechanical routine.

I cannot close this Report without expressing my most cordial sympathy with the teachers, exposed as they are to so many discomforts, and subjected to so numerous and painful discouragements, and from again urging, as a subject especially worthy of consideration, the propriety of increasing the salaries and thereby raising the status of these most useful, most excellent, in many cases highly educated, in all cases most miserably remunerated men.

I have, &c.,  
JOHN GIBSON.

(Signed)

J. P. Kay Shuttleworth, Esq.,  
&c. &c. &c.

## REPORT ON THE SCHOOLS WITHIN THE PRESBYTERIES OF CHIRNSIDE, DUNSE, AND LAUDER.

By JOHN GIBSON, Esq.,

*Her Majesty's Inspector of Schools in Scotland.*

SIR,

Edinburgh, July, 1843.

EARLY in January I began the inspection of the schools within the bounds of the presbyteries of Chirnside, Dunse, and Lauder, and completed it about the middle of May.

In the presbytery of Chirnside there are twelve parishes, the aggregate population of which is 15,539. I examined all the schools within the bounds, with the exception of two or three small adventure schools in the parish of Ayton, one female school in the parish of Foulden, and three adventure schools in the parish of Coldstream.

There are ten parishes in the presbytery of Dunse, the aggregate population of which is 9,044. With the exception of one adventure school, and two dame schools in the town of Dunse, all the schools in this presbytery were examined.

The number of parishes in the presbytery of Lauder is nine, the aggregate population being 8,351. The parish of Stow I did not visit; all the schools in the other parishes, with the exception of the parochial school of Earlstoun, one female school in the same village, one adventure school and one female school in the town of Lauder, were examined.

The number of schools reported on is 61.

In the following Table I have included those parishes only in which *all* the schools were examined, and have specified in regard to each parish,—I. The number and kind of schools in it; II. The number of pupils in daily attendance at each of them *throughout the year*; III. The population of the parish; and IV. The ratio that the two last items bear to each other.

TABLE A.

	Average Daily Attendance throughout the Year at						Popula- tion of Parish.	Proportion of those at School, to whole Population of Parish.
	Para- chial Schools.	Sub- scription Schools	Ad- venture Schools.	Dame Schools.	Female Schools	All the Schools in the Parish.		
Abbey—St. Bathans .	35	..	..	..	..	35	146	1 : 4.17
Cranshaws . . . .	38	..	..	..	..	38	120	1 : 3.16
Bunkle and Preston .	48	..	..	..	30	78	745	1 : 9.5
Eccles . . . . .	100	43	..	..	..	143	1938	1 : 13.55
Fogo . . . . .	68	..	..	..	..	68	449	1 : 6.6
Greenlaw . . . . .	120	..	101	..	..	221	1355	1 : 6.1
Langton . . . . .	40	..	..	..	..	40	479	1 : 11.97
Longformacus . . .	40	..	..	..	..	40	390	1 : 9.75
Polwarth . . . . .	48	..	..	..	..	48	260	1 : 5.4
Chirnside . . . . .	33	..	104	..	..	137	1203	1 : 8.8
Coldingham . . . .	115	110	54	..	40	319	2766	1 : 8.63
Edrom . . . . .	43	108	..	..	30	181	1414	1 : 7.8
Eyemouth . . . . .	75	..	88	14	..	177	1402	1 : 7.9
Hutton . . . . .	60	60	14	..	50	184	1133	1 : 6.1
Ladykirk . . . . .	73	..	..	..	..	73	498	1 : 6.8
Mordington . . . .	75	..	..	..	..	75	392	1 : 5.2
Swinton . . . . .	100	..	30	..	..	130	1095	1 : 8.4
Whitsome . . . . .	37	..	..	..	..	37	622	1 : 16.8
Chaunelkirk . . . .	95	..	..	..	..	95	780	1 : 8.2
Gordon . . . . .	75	..	..	..	..	75	903	1 : 12.
Legerwood . . . . .	58	..	..	..	..	58	571	1 : 9.8
Meitoun . . . . .	60	..	..	..	..	60	722	1 : 12.

In these parishes nearly one-eighth of the population are in daily attendance *throughout the year*. It also appears from an examination of the above Table that considerably more than a third of the whole pupils are educated independently of the parochial schools.

In the following table I have classified the various kinds of schools, and have specified in regard to each school,—I. The greatest number of pupils that have been in attendance during the last six months; II. The average daily attendance during that period; III. The average daily attendance during summer; IV. The average daily attendance during winter; V. The age at which the pupils generally enter school. VI. The age at which they in general leave it; VII. The number present on the day of inspection; and VIII. (When it could be ascertained) The number at that time enrolled as pupils. (*See table B, p. 674.*)

The most important results obtained from an examination of this Table are, that, in reference to the *parochial* schools, the attendance during summer is one-seventh less than during winter; in reference to the *subscription* schools, all of which are situated in *landward* districts, and most of the pupils attending which are the children of agricultural labourers, the attendance during summer is more than one-fourth less than in winter; and in reference to the *adventure* schools, which are situated in towns or large villages, the summer attendance is only one-tenth less than in winter.

TABLE B.

	The greatest Number in Attendance during the last Six Months.	The average Daily Attendance during that period.	The average Daily Attendance during Summer.	The average Daily Attendance during Winter.	The Age at which the Pupils generally enter School.	The Age at which they in general leave it.	The Number of Pupils present at time of Inspection.	The Number of Pupils on the books at time of my Visit.
PAROCHIAL SCHOOLS.								
Ayton . . . . .	120	100	95	100	5	14	80	115
Coldingham, Village . . . . .	95	75	70	95	5	13	74	76
"    Reston . . . . .	60	40	45	60	5	14	48	57
Eyemouth . . . . .	101	90	60	90	5	14	74	95
Mordington . . . . .	90	85	65	85	5	13	40	86
Foulden . . . . .	40	20	20	30	6	14	26	30
Hutton . . . . .	72	65	55	65	6	14	62	72
Edrom . . . . .	50	40	45	45	5	14	40	50
Whitsome . . . . .	50	38	36	42	5	12	31	37
Ladykirk . . . . .	85	75	70	85	5	14	85	85
Swinton . . . . .	130	100	100	110	5	14	115	121
Coldstream . . . . .	145	125	120	125	5	14	110	121
Chrisside . . . . .	50	35	30	35	5	14	36	50
Dunse . . . . .	87	70	70	70	6	13	70	74
Greenlaw . . . . .	140	125	115	130	5	14	120	147
Cranshaws . . . . .	45	40	35	45	6	14	33	42
Longformacus . . . . .	55	45	35	45	5	13	45	55
Polwarth . . . . .	68	55	40	55	5	14	64	..
Fogo . . . . .	86	70	65	65	5	13	63	70
Abbey—St. Bathans . . . . .	43	35	35	35	5	14	21	26
Bunkle . . . . .	68	50	45	55	5	14	57	..
Langton . . . . .	57	40	40	40	5	14	47	52
Eccles . . . . .	130	110	90	110	5	14	92	112
Lauder . . . . .	150	150	140	160	6	14	90	..
Gordon . . . . .	106	80	70	90	5	14	83	87
Smailholm . . . . .	..	..	..	..	..	..	..	..
Channelkirk . . . . .	120	100	90	110	5	14	123	..
Legerwood . . . . .	70	55	60	70	5	14	45	53
Mertoun . . . . .	85	60	60	75	5	14	57	77
Westruther . . . . .	78	60	55	70	5	14	44	55

SUBSCRIPTION AND PRIVATELY ENDOWED SCHOOLS.

Situated at	Parish.							
Coldingham Moor	Coldingham	..	..	..	..	..	..	..
Auchincrow . . . . .	Ditto . . . . .	75	50	50	60	5	14	52
Paxton . . . . .	Hutton . . . . .	70	60	60	60	5	14	64
Allanton . . . . .	Edrom . . . . .	80	60	50	70	5	14	74
Sinclair's Hill . . . . .	Ditto . . . . .	58	55	50	60	5	14	45
Miltoun . . . . .	Dunse . . . . .	30	20	20	30	5	13	23
Birgham . . . . .	Eccles . . . . .	60	45	40	50	5	14	49
Mellicham . . . . .	Earlston . . . . .	48	40	36	44	5	14	40
Redpath . . . . .	Ditto . . . . .	47	40	35	45	5	14	34
Fans . . . . .	Ditto . . . . .	38	30	20	30	5	14	13
Houndslow . . . . .	Westruther . . . . .	53	35	30	40	6	14	32
Renton District	Coldingham	..	..	..	..	..	..	..

TABLE B—continued.

		The greatest Number in Attendance during the last six Months.	The average Daily Attendance during that period.	The average Daily Attendance during Summer.	The average Daily Attendance during Winter.	The Age at which the Pupils generally enter School.	The age at which they in general leave it.	The Number of Pupils present at time of inspection.	The Number of Pupils on the Books at time of my visit.
ADVENTURE SCHOOLS.									
Mr. Gray . .	Coldingham	63	58	50	60	5	14	55	58
Mr. Fraser . .	Eyemouth .	60	45	45	45	5	12	39	46
Mr. Douglas .	Ditto . .	56	43	40	43	5	14	41	47
Mr. Dunbar .	Hutton .	22	16	12	16	5	14	18	21
Mr. Mackay .	Swinton .	..	..	..	..	..	..	..	..
Mr. Jeffrey . .	Coldstream	50	..	50	44	5	14	31	35
Mr. Cairns . .	Chirnside .	..	..	..	..	..	..	..	..
Mr. Waite . .	Ditto . .	70	68	50	70	5	15	64	75
Mr. Turnbull .	Greenlaw .	70	56	56	56	5	14	40	..
Mr. Wilson . .	Ditto . .	..	..	..	..	..	..	..	..
Mr. Miller . .	Dunse . .	87	65	58	75	5	14	68	..
Mr. Weatherhead	Ditto . .	85	75	72	80	5	14	76	..

FEMALE SCHOOLS.

Miss Pae . .	Coldingham	50	30	50	50	5	14	38	..
Miss Young .	Hutton .	58	50	50	50	4	16	52	..
Mrs. Moffat .	Edrom . .	31	30	30	30	4	14	27	..
Paxton . .	Bunkle . .	32	30	30	30	3	12	30	..
Dame School .	Dunse . .	..	..	..	..	..	..	30	..
Ditto . .	Eyemouth .	..	..	..	..	..	..	14	..
Infant School .	Dunse . .	..	..	..	..	..	..	89	..

The average daily attendance during winter at all the parochial schools is 2,162; during summer it is only 1,856; the difference is 306. Again, the average daily attendance during winter at *all* the subscription schools is 489, while during summer it is only 381, the difference being 108; and at all the adventure schools the winter attendance is 489, the summer attendance 443, the difference being 46. Classing *all* the schools, the winter attendance is 3,140, whilst during summer it is only 2,680; the difference on the whole is 460. In other words, nearly one-seventh of those who are in regular attendance during the winter do not attend at all in the summer.

What are the circumstances to which this is to be ascribed? Why do so many cease to attend? and How are they employed? The answer generally given to such questions was, that whenever the season approaches, in which farming operations commence, the elder children are withdrawn from school, and are employed in field labour. The teachers generally attributed to this circumstance the difficulty which they experience in elevating and ex-



tending the educational course. Their representations were, that as soon as they had, by continuous labour and effort during the winter, succeeded in bringing the elder pupils to a respectable degree of proficiency in the more advanced branches, they were removed from school, and seldom returned until the following winter. The effects of such an interval of rest from all mental exertion are obvious.

I was not therefore surprised to find that it is during the winter months only that the teachers are willing to submit their schools to inspection, as, during that period alone, they think, can any stranger form an adequate notion either of their own professional skill, or of the degree of proficiency to which many of their elder pupils attain. These representations are well founded. Were allowance not made for such circumstances as have been described, any account of the schools situated in country districts would be unfair and incorrect. I have borne this constantly in mind when I come to speak of those schools visited at a time when the elder pupils had been withdrawn. I have endeavoured to take into account all the difficulties and disadvantages under which the teachers were compelled to labour, to appreciate all the efforts made to combat and overcome them, and to measure accordingly my meed of applause or of condemnation.

A comparison of the numbers present at the time of inspection, with those on the books at the same period, will serve as a somewhat correct index of the regularity of attendance. In reference to the parochial schools these numbers were 1,542 and 1,845 respectively, showing that one-sixth of the enrolled pupils were absent; in reference to the subscription schools the numbers were 235 and 268, giving one-eighth as the proportion absent; and in reference to the adventure schools the numbers were 248 and 282, showing also upwards of an eighth of absentees.

The attendance might, I think, be rendered much more regular, were the teachers to keep registers in which to record each case of absence. The method adopted in the National Society's Central School, Westminster, and described in the "*English Journal of Education*,"\* seems well fitted to secure the object. The effects of its introduction into schools situated in a country district will not, perhaps, be found so gratifying as they are said to have been in the Central School; but improvement, both in regard to the punctuality and regularity of attendance, is the natural result of such an expedient, when these are not rendered impossible by physical causes, such as sickness, extreme distance from the school-house, and the like.

The age at which the children enter school was found to be in general five, and that at which they leave it fourteen. Is it

\* See an article in the first number, entitled "*Method of Ensuring Regular Attendance at School.*"

asked, How then, since the school course is extended over such a protracted period, are the attainments made and proficiency acquired so limited? The reason of this has already been given. The attendance of the pupils is at all times very irregular and desultory. During their first years at school their progress is greatly retarded by their being frequently prevented by the state of the weather from reaching school, and during the latter years of the course they are often called to assist their parents in the labours of the field. They are unable, from lassitude and fatigue, to prosecute, during their leisure hours at home, the studies upon which they had entered at school, and, on their return, instead of being prepared to enter upon a higher course and more extensive range of studies, they are generally compelled to spend a considerable time in recovering and re-arranging what had in the interval been lost.

In the following table I have classified the various kinds of schools, and specified the various branches taught in each school, and the number of pupils learning particular branches.—(See next page.) •

The most cursory glance at this table will show that it is in the parochial schools chiefly that the more advanced branches are taught. The proportion that the number of children learning writing bears to the whole number present is, in the parochial schools, as 1 : 1·7; in the subscription schools, as 1 : 1·92; in the adventure schools, as 1 : 1·88. The proportion of those learning arithmetic to the whole number present is, in the parochial schools, as 1 : 3·13; in the subscription schools, as 1 : 3·58; and in the adventure schools, as 1 : 3·3. The proportion of those learning geography to the whole number present is, in the parochial schools, 1 : 3·5; in the subscription schools, 1 : 15·1; and in the adventure schools, 1 : 36. The proportion of those learning grammar to the whole number present is, in the parochial schools, 1 : 4·6; in the subscription schools, 1 : 7·3; in the adventure schools, 1 : 9. The advantage even in these common branches is clearly in favour of the parochial schools. In reference to the more advanced branches—Latin, Greek, French, mathematics, and bookkeeping—the proportion in favour of the parochial schools increases immensely.

The proportion of those learning Latin is, in the parochial schools, 1 : 36; in the subscription schools, 1 : 242; in the adventure schools, 1 : 257. Of those learning Greek, it is in the parochial schools, 1 : 469. (In the subscription and adventure schools none of the pupils studied this branch.) Of those learning French, in the parochial schools, 1 : 72; in the subscription schools, 1 : 242; and in the adventure schools, 1 : 128. Of those learning bookkeeping, in the parochial schools, 1 : 69; in the subscription schools, 1 : 161; in the adventure schools, 1 : 257. Of those learning mathematics the proportion is, in the parochial

TABLE C.

	English Reading. Number leaving it of those present	Writing.	Arithmetic.	Geography.	Grammar.	Latin.	Greek.	French.	Book-keeping.	Mathematics.	Singing.	Drawing.
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## PAROCHIAL SCHOOLS.

Ayton . . . . .	80	65	28	9	9	..	..	7	..	..	..	..
Coldingham, Village. . . . .	74	50	19	5	9	1	..	..	..	..	..	..
„ „ Reston. . . . .	48	27	8	..	3	..	..	..	..	..	..	..
Eyemouth . . . . .	74	40	30	53	33	2	2	6	1	2	All	..
Mordington . . . . .	40	26	15	20	8	1	..	..	..	..	..	..
Foulden . . . . .	26	22	10	..	1	1	..	..	..	..	..	..
Hutton . . . . .	62	45	35	19	16	1	..	2	..	1	..	..
Edrom . . . . .	40	25	19	30	12	..	..	..	1	..	..	..
Whitsome . . . . .	31	11	8	11	11	..	..	..	..	..	..	..
Ladykirk . . . . .	85	36	15	12	12	..	..	..	..	1	..	..
Swinton . . . . .	115	60	35	7	8	..	..	..	3	..	..	..
Coldstream . . . . .	111	85	55	56	13	2	6	4	6	..	..	..
Chirnside . . . . .	36	23	14	..	2	..	..	..	..	..	..	..
Dunse . . . . .	70	47	47	50	27	13	..	..	..	4	All	6
Greenlaw . . . . .	120	66	41	14	13	3	..	..	1	4	..	..
Cranshaws . . . . .	33	26	8	6	7	1	..	..	1	..	..	..
Longformacus . . . . .	45	14	15	18	18	..	..	..	4	3	..	..
Polwarth . . . . .	64	38	22	36	..	..	..	..	1	2	..	..
Fogo . . . . .	63	45	25	40	35	..	..	..	7	4	..	..
Abbey—St. Bathans . . . . .	21	10	4	21	3	..	..	..	..	..	..	..
Bunkle . . . . .	37	36	10	..	29	..	..	..	..	..	..	..
Langton . . . . .	47	28	10	18	28	..	..	..	..	..	..	..
Eccles . . . . .	92	69	23	5	11	..	..	..	..	3	..	..
Lauder . . . . .	90	..	34	5	8	9	..	4	2	..	..	..
Gordon . . . . .	83	39	10	27	7	4	..	..	2	..	..	..
Smailholm . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Channelkirk . . . . .	123	50	16	16	..	2	..	..	..	..	..	..
Legerwood . . . . .	45	18	6	16	16	..	..	..	..	2	..	..
Mertoun . . . . .	57	34	17	8	12	1	..	1	..	1	..	..
Westruther . . . . .	44	21	12	10	10	..	..	..	..	..	..	..

## SUBSCRIPTION AND PRIVATELY ENDOWED SCHOOLS.

Situated at	Parish.											
Coldingham Moor	Coldingham	..	..	..	..	..	..	..	..	..	..	..
Auchincrow	Ditto	52	26	13	..	20	..	..	..	..	..	..
Paxton . . . . .	Hutton	64	32	26	..	5	..	..	1	..	..	..
Allanton . . . . .	Edrom	74	56	41	9	10	..	..	..	..	..	..
Sinclair's Hill . . . . .	Ditto	45	20	7	6	6	..	..	..	..	..	..
Milburn . . . . .	Dunse	23	9	5	..	1	..	..	1	..	..	..
Birgham . . . . .	Eccles	49	15	8	..	2	..	..	1	..	..	..
Mellerstain . . . . .	Earlston	40	30	15	14	7	..	..	..	3	..	..
Redpath . . . . .	Ditto	34	16	2	..	3	..	..	..	..	..	..
Faus . . . . .	Ditto	13	7	..	..	..	..	..	..	..	..	..
Houndslow . . . . .	Westruther	32	13	3	1	6	..	..	..	..	..	..
Renton District	Coldingham	58	27	15	2	6	2	..	2	..	..	..

TABLE C—continued.

	English Reading, Number learning it of those present.	Writing.	Arithmetic.	Geography.	Grammar.	Latin.	Greek.	French.	Book-keeping.	Mathematics.	Singing.	Drawing.
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ADVENTURE SCHOOLS.

Mr. Gray . . . Coldingham	55	38	15	6	15	2	..	4	..	..	..	..
Mr. Fraser . . . Eyemouth .	39	21	3	..	..	..	..	..	..	..	..	..
Mr. Douglas . . Ditto . . .	41	19	19	..	19	..	..	..	..	..	..	..
Mr. Dunbar . . . Hutton . .	18	14	10	..	..	..	..	..	..	..	..	..
Mr. Mackay . . . Swinton .	30	15	12	..	..	..	..	..	..	..	..	..
Mr. Jeffrey . . . Coldstream	31	17	14	..	..	..	..	..	..	..	..	..
Mr. Cairns . . . Chirnside .	30	16	7	..	..	..	..	..	..	..	..	..
Mr. Waite . . . Ditto . . .	64	50	30	..	11	..	..	2	..	..	..	..
Mr. Turnbull . . Greenlaw .	40	13	6	..	..	..	..	..	..	..	..	..
Mr. Wilson . . . Ditto . . .	22	16	3	..	..	..	..	..	..	..	..	..
Mr. Miller . . . Dunse . . .	68	33	15	8	5	..	..	..	..	..	..	..
Mr. Weatherhead Ditto . . .	76	21	20	..	5	..	..	..	..	..	..	..

FEMALE SCHOOLS.

Miss Pae . . . Coldingham	38	16	2	..	2	..	..	..	..	..	..	..
Miss Young . . Hutton . .	52	..	..	..	..	..	..	..	..	..	..	..
Mrs. Moffat . . Edrom . .	27	..	..	..	..	..	..	..	..	..	..	..
Paxton . . . Bunkle . .	30	10	5	..	..	..	..	..	..	..	..	..

schools, 1 : 56; in the subscription schools, 1 : 161; none of the pupils in the adventure schools studied this branch.

These facts suggest considerations of great importance. It is obvious that the proportion that the number of pupils learning writing and arithmetic bears to the whole number in attendance is far too small; but when we find that even in the parochial schools, only one pupil in three learns geography, and not more than one in four studies grammar, the importance of inquiring into the causes of a state of matters so injuriously limiting the extent of the educational course through which the great majority of the pupils go, and thereby retarding their mental culture, becomes obvious.

The evil is attributable to several causes. The most serious obstacle, however, to a more general introduction of the higher branches into our schools is the manner in which the payment of school fees is regulated. It is the duty of the heritors of each parish to fix, 1st, what branches are to be taught; and, 2nd, what fees are to be paid in the parochial schools. The standard erected by them generally regulates the amount of fees exacted in the other schools.

In fixing what branches are to be taught, there is no great danger of error, if proper regard be had to the social condition and character of the population. But unless the principle be a correct one that regulates the scale of fees to be exacted, it is obvious that the educational interests of the people may suffer serious injury. It is easy to show that the effects of the present system of regulating school fees are pernicious.

The system is this:—For English Reading a quarterly fee of 2s. is exacted; for Reading and Writing, the fee is 3s.; for Reading, Writing, and Arithmetic, 4s.; and so on. For each additional branch there is generally exacted an additional fee. The practical operation of this, in a district the population of which are poor and ill-educated, is evidently to perpetuate the limitation of the educational course to such branches only as the parents have been taught to consider necessary to success in the business of life, or which they have themselves experienced to be advantageous and beneficial. The additional fee for writing and arithmetic, it is believed, prevents many parents from giving their children the necessary amount of instruction even in these branches. And it is only the better conditioned or the better educated and intelligent who are willing to subject themselves to additional expense, in some cases to additional privations, for the purpose of bestowing upon their children a more comprehensive course of instruction.

It is not extraordinary that the great majority of the parents should feel some reluctance to pay for instructions for their children in those branches, the value and even nature of which are utterly unknown to them, and from the want of which, they say, they have never experienced any embarrassment or difficulty. The result is, that the amount of instruction previously obtained by the parent is made the measure of that which is thought to be either necessary or advantageous to the child. The curriculum of study in many of our schools embraces, in consequence, little else than reading, writing, and arithmetic.

This system of exaction of fees for each branch has also a pernicious influence upon the teacher. It induces him to regard his labours too much in the light of mere merchandize, for which he is to seek as high a price as he can obtain. Its tendency is to render him more solicitous about the devising of methods by which he may increase his own income than about the devising of expedients whereby he may best promote the moral and religious improvement and the intellectual culture of his pupils.

These additional fees should be abolished. That which should regulate the studies of the pupils should be, not their parents' ability or willingness to pay, but their own ability and desire to learn. The fees should be regulated according to the age of the pupil. Let the school fee for all children under eight years of age be (say) 2s. per quarter; for those between eight and twelve, 3s.; and for all above twelve, 4s. per quarter. Let the progress

which the pupil has made in the more elementary branches determine the period of his introduction to those that are higher and more difficult; and it will, I think, be found that by this simple expedient will be removed one great impediment to the more general acquisition in our schools of those branches of instruction that are not strictly elementary.

Another obstacle to the extension of the school-course is the ignorance of the parents. This has already been cursorily spoken of. It deserves a fuller consideration. They can appreciate the value of reading, writing, and arithmetic. Most of them have made some progress in each of these, and have experienced in themselves and observed in others the advantage which the possession of such acquirements bestows. Of the importance, even of the nature of grammar, geography, &c., they are totally ignorant. And when it is proposed to them that their children should receive some instructions in these branches, their usual reply is, "that having done without them themselves, they do not see the necessity or desirableness of their children acquiring them."

A very simple expedient would remove this feeling. Let the teacher invite all the parents to an examination of his grammar and geography classes. Let them have an opportunity of obtaining some notion of the nature and value of these studies, and especially of the important practical purposes to which a knowledge of them is subservient, and they will become anxious that their children may obtain knowledge which is as instructive and delightful as it is practically important.

Another hindrance to a more general diffusion of these studies I must notice however briefly. It is the most insufficient supply of maps and other apparatus in almost all the schools. The black board is not always provided, and very frequently where it is, its value is not understood. The text books are also generally far too expensive. The preliminary lessons both in grammar and geography should be given orally, and in each of the processes the black board should be in almost constant use; and not until considerable progress has been made should text books be used by the pupils. When they are found necessary a proper regard should be had to their cheapness. The most expensive book is not always the best.

#### *Emoluments of the Teachers.*

I was anxious to obtain accurate information in regard to the amount of income enjoyed by the various classes of teachers, and to be enabled to specify the various sources from which this was obtained. The results of my inquiries I have embodied in the following table: It is necessary to explain that the offices of session clerk and heritors' clerk, though generally held by the parochial teacher, are not necessarily connected with his office. Several cases have occurred in these presbyteries in which other

individuals have been appointed to discharge the duties, and of course to enjoy the emoluments of these offices. It should also be stated that each of the parochial teachers is provided with a dwelling-house and garden; but from the difficulty I experienced in obtaining quite accurate information in regard to their yearly value in rent, I have not been able to include them in the following statement. Again, of the twelve teachers of subscription schools six are provided with dwelling-houses. For the same reason their yearly value in rent is not represented. With these exceptions, the following table represents the whole amount of income enjoyed by each teacher, and specifies the various sources from which it is obtained.—(See table, next page.)

It appears from an examination of this table, that the incomes of the parochial teachers vary from 40*l.* 13*s.* 4*d.* to 154*l.* 6*s.* 4½*d.*; of the teachers of subscription schools from 10*l.* to 60*l.*; of the teachers of adventure schools from 3*l.* 10*s.* to 45*l.* The average income of the parochial teachers is 71*l.* 2*s.* 5½*d.*; of teachers of subscription schools 28*l.* 16*s.* 8*d.*; and of the teachers of adventure schools 23*l.* 9*s.*

#### *School Buildings.*

The parochial school-houses in this district, when compared with those in the other districts on which I have already reported to their Lordships, must be spoken of favourably. Several features in their construction seem to have received an adequate measure of attention. They are generally sufficiently large and commodious; most of them are well lighted and heated; all are conveniently situated in respect of the population, and are substantially built of stone and lime. But if we consider them in reference to what should be provided, in order that the school architecture may be duly subservient to the progress of a sound physical and moral education, or if we measure them by the standard erected in those countries in which a proper measure of attention has been bestowed upon the promotion and strengthening of the physical formation, and due respect had to the silent influences of external objects upon the cultivation of moral sentiments, tastes, and habits, the very best school-house in the district must be represented as so very imperfect in construction, and so ill supplied with the desirable and necessary accompaniments, as to be incapable of subserving in any considerable degree these very important ends. Those most nearly approaching the standard of excellence are in the parishes of Lauder, Mertoun, Greenlaw, and Edrom; all these are ample in size, substantial in construction; well heated and lighted, and occupy convenient, healthy, and pleasant situations. But there are in each of them very important defects. No urinaries or waterclosets have been provided. To that in Lauder alone is any play-ground attached. In not one of them was there a thermometer to mark the degree of tempe-

TABLE D.

PAROCHIAL SCHOOLS.	Amount of Salary.	Income from Fees.	Income as Session Clerk.	Income as Heritor's Clerk.	Income as Collector of Road Money.	Gross Amount of Yearly Income.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
Dunse . . . . .	34 4 4	45 0 0	10 0 0	..	..	89 4 4
Cranshaws . . . . .	34 4 4	18 0 0	2 0 0	1 0 0	..	53 4 4
Longformacus . . . . .	34 4 4	18 0 0	1 5 0	1 10 0	..	46 19 4
Polwarth . . . . .	30 16 0	15 0 0	0 15 0	3 10 0	..	50 1 0
Fogo . . . . .	25 13 3	26 0 0	1 0 0	..	..	52 13 3
Snailholm . . . . .	34 4 4	18 0 0	1 15 0	4 4 0	1 10 0	59 13 4
Abbey—St. Bathans . . . . .	28 8 8	10 0 0	0 4 6	0 12 0	..	39 4 6
Bunkle . . . . .	31 4 4	10 0 0	3 0 0	5 0 0	..	52 4 4
Langton . . . . .	31 4 4	10 0 0	1 14 0	2 10 0	2 5 0	50 13 4
Greenlaw . . . . .	34 4 4	45 0 0	4 10 0	15 0 0	3 10 0	102 4 4
Eccles . . . . .	34 4 4	36 0 0	5 0 0	12 12 0	8 10 0	90 6 4
Mertoun . . . . .	30 0 0	20 0 0	4 4 0	..	..	54 4 0
Lauder . . . . .	30 0 0	60 0 0	5 0 0	..	..	93 0 0
Gordon . . . . .	34 4 4	25 0 0	3 0 0	0 0 0	..	68 4 4
Channellkirk . . . . .	30 0 0	27 10 0	3 0 0	4 0 0	..	64 10 0
Legerwood . . . . .	28 0 0	20 0 0	2 10 0	2 0 0	..	52 10 0
Chirnside . . . . .	34 4 4	15 0 0	4 0 0	12 0 0	3 10 0	68 14 4
Coldstream . . . . .	34 4 4	77 10 0	12 12 0	30 0 0	..	154 6 4
Ladykirk . . . . .	34 4 4	26 0 0	1 10 0	6 0 0	2 0 0	69 14 4
Whitsome . . . . .	31 4 4	18 0 0	2 10 0	5 5 0	3 3 0	63 6 4
Hutton . . . . .	34 4 4	22 10 0	3 5 0	10 0 0	4 10 0	74 9 4
Ayton . . . . .	34 4 4	52 0 0	5 0 0	20 0 0	..	111 4 4
Reston . . . . .	25 13 4	15 0 0	..	..	..	40 13 4
Eyemouth . . . . .	31 4 4	30 0 0	2 0 0	10 0 0	..	86 4 4
<b>SUBSCRIPTION SCHOOLS.</b>						
Coldingham Moor . . . . .	..	10 0 0	..	..	..	10 0 0
Auchincrow . . . . .	..	30 0 0	..	..	..	30 0 0
Paxton . . . . .	2 0 0	25 0 0	..	..	..	27 0 0
Allanton . . . . .	10 0 0	38 0 0	..	..	..	48 0 0
Sinclair's Hill . . . . .	10 0 0	36 0 0	..	..	..	46 0 0
Milburn . . . . .	..	12 0 0	..	..	..	12 0 0
Birgham . . . . .	..	20 0 0	..	..	..	20 0 0
Mellerstain . . . . .	17 0 0	13 0 0	..	..	..	30 0 0
Redpath . . . . .	..	20 0 0	..	..	..	20 0 0
Fans . . . . .	..	23 0 0	..	..	..	23 0 0
Houndslow . . . . .	..	20 0 0	..	..	..	20 0 0
Renton District . . . . .	60 0 0	..	..	..	..	60 0 0
<b>ADVENTURE SCHOOLS.</b>						
Mr. Gray, Coldingham . . . . .	Not ascertained.	..	..	..	..	..
Mr. Flaver, Eyemouth . . . . .	..	30 0 0	..	..	..	30 0 0
Mr. Douglas, Eyemouth . . . . .	..	26 0 0	..	..	..	26 0 0
Mr. Dunbar, Hutton . . . . .	..	18 0 0	..	..	..	18 0 0
Mr. Mackay, Swinton . . . . .	..	25 0 0	..	..	..	25 0 0
Mr. Jeffrey, Coldstream . . . . .	..	20 0 0	..	..	..	20 0 0
Mr. Cairns, Chirnside . . . . .	..	15 0 0	..	..	..	15 0 0
Mr. Waite, Chirnside . . . . .	..	22 0 0	..	..	..	22 0 0
Mr. Turnbull, Greenlaw . . . . .	..	30 0 0	..	..	..	30 0 0
Mr. Wilson, Greenlaw . . . . .	..	3 10 0	..	..	..	3 10 0
Mr. Miller, Dunse . . . . .	..	45 0 0	..	..	..	45 0 0
Mr. Weatherhead, Dunse . . . . .	Not ascertained.	..	..	..	..	..



rature, or such means of ventilation as to prevent the pupils suffering physical injury or mental prostration from draughts of cold air, or from a close and contaminated atmosphere.

The means of ventilation are generally very imperfect. When it is remembered that most of the school-houses are not more than sufficiently commodious, allowing generally little more than seven square feet of area to each pupil, it is obvious that the atmosphere breathed by the children must soon become contaminated, injurious to the bodily health, and destructive of mental activity and vigour.

### *Play-grounds.*

Play-grounds are attached to only two of the school-houses; many of the teachers are aware of their importance as instruments of education. The attention of the heritors and clergymen must be drawn to the subject, and the advantages resulting from a constant superintendence of the children in their out-door sports be demonstrated, ere we can hope to have each school-house surrounded by sufficiently spacious and properly furnished play-grounds.

As the relative size of the school-rooms is a subject closely allied to that of ventilation, it is proper to introduce here the following table, which specifies; in regard to each of the parochial schools; 1st. Its dimensions in feet; 2nd. The number of pupils in attendance throughout the winter; 3rd. The number each school-house can accommodate, allowing seven square feet of area to each child; 4th. The number of cubic feet of air provided for each child. Joseph Lancaster always allowed nine square feet of area to each pupil.

It will be seen that many very important points connected with school buildings have not obtained even the smallest measure of attention. As to their location, the only point that seems to have been considered important, is convenience in respect to the population. This has generally been attended to; but no endeavour has been made to plant the school-houses in situations remarkable for their natural beauty. The desirableness of having them removed from everything the observation of which might sully the purity of sentiment, or destroy the freshness and delicacy of moral feeling which so pleasingly characterize very young children, has not been perceived. The important influence of external inanimate objects upon the training of the youthful mind has not been felt. This influence has been duly appreciated by men in other countries. They have seen that to place a child amidst the beauties of the external world is to cherish within him a sensibility to their charms, and to supply him with an exhaustless fund of pure enjoyment; that to expose him to the influence of stagnant marshes, or to the contaminated atmosphere of close and crowded alleys, is to retard the progress of his physical for-

TABLE E.

Parishes.	Dimensions in Feet.			Extent of Area.	Number of Pupils in Attendance throughout the Winter.	Number of Pupils each School-house can accommodate, allowing seven square feet of area for each Child.	The number of cubic feet of Air provided for each pupil.
	Length.	Breadth.	Height.				
Ayton . . . . .	40	35	11	1400	100	200	154
Reston . . . . .	25	19½	11	487	40	68	134
Eyemouth . . . . .	42	18	12	766	90	108	100
Mordington . . . . .	27	18	12	486	85	69	68·6
Foulden . . . . .	27	15	11	405	20	58	222·7
Edrom . . . . .	28	18	11	504	40	72	138
Whitsome . . . . .	24	19	8½	456	38	65	102
Swinton . . . . .	30	33	..	990	100	141	..
Coldstream . . . . .	40·9	16	11½	652	125	93	59·9
Chirnside . . . . .	33	15	12	495	35	70	169·7
Dunse . . . . .	36	19½	10	702	80	100	87·7
Abbey—St. Bathans	16	16	8½	256	35	36	62
Langton . . . . .	24½	18	11	441	40	63	121
Greenlaw . . . . .	..	..	10·9	738·9	125	129	63·5
Eccles . . . . .	48	16	14	768	110	109	97·7
Mertoun . . . . .	40	18	14	720	60	103	168
Smailholm . . . . .	28	16	..	448	..	64	..
Gordon . . . . .	38	16	11	609	80	87	83
Channel kirk . . . . .	30	16	8	480	100	69	38

mation, and the development of his mental faculties, and that to place him within the observation of whatever is low and sensual and degrading, is to assimilate his own nature to that which he is led to contemplate.

The furniture and internal arrangements also were not what should be desired. I do not think that in any of these schools was the supply of forms and desks insufficient, but they were of such a nature as to interfere with the comfort and diminish the mental vigour of the pupils. The forms for the younger children were generally too high and narrow; those for the elder pupils were not provided with backs. In addition to the discomfort of the position in which this compelled the pupil to sit, it is plain that mental languor and inattention to lessons was necessarily produced by it. The seats in a school-room should be of such a height as to enable the pupil to rest his whole thigh upon them, and at the same time to have his feet resting with comfort on the ground; they should also be provided with backs reaching as high as the shoulder blade.

In addition to these defects in the construction of the forms, I had in very many cases to regret the manner in which they were

arranged. Uniformity of arrangement is not practicable were it desirable; but the principle which should guide the teacher in this branch of the internal economy is invariable. Every child should be constantly within reach of the master's observation; sufficient space should be left, either in the centre of the school-room or around its sides, for the simultaneous exercise of several classes. The classes should be so arranged as to prevent the elder pupils being disturbed in their studies by the going out or coming in of the younger children, who should be sent for a few minutes in each hour into the open air, or the play-ground, under the superintendence of one of their older companions.

Attention should be given to the state of the school-room in respect of cleanliness and comfort. To secure cleanliness each school should be provided with scrapers outside, and the children should be trained to use them. The windows should be supplied with blinds, the walls should be adorned with maps, and with figures of those natural objects, the names of which occur in the lessons of the day. Everything should be done to render the aspect of the room agreeable, and to give it the appearance of a comfortable and well furnished apartment in a dwelling-house. The movements of the various classes also should be made with regularity, precision, rapidity, and quietness. It is not desirable that the order in which these are made should be unaltered; the changes should not be very frequent.

It will not be said by one who knows the silent influence of such training to habits of order, cleanliness, and comfort, upon the impressible minds of children, that these remarks are either too minute or unimportant.

In most of the schools there was a very insufficient supply of school apparatus. In some, not even a black board was found; the want of this is generally an indication of ignorance or want of zeal in the master. I invariably found in those seminaries in which the intellectual training of the children received most attention, and was conducted most vigorously and successfully, that this important instrument of education was in almost constant use. Every teacher should be able to delineate upon the black board natural objects and figures, and to present to the eye of the pupil a properly definite notion of the numerous objects whose names occur in the lesson-books, but which cannot themselves be placed before him. He should be able to give his pupils lessons in drawing. The cultivation of this branch exercises and strengthens the perceptive faculties, refines and elevates the taste, and opens the eye to the beauties and elegances of form.

There was not always a good supply of maps. It was not uncommon to find, even in very well taught schools, only one; in several cases they were small, and not well fitted to promote the progress of the pupils in their geographical studies. The heritors in several of the parishes had furnished the teachers with a

complete set of the best description for school purposes. The teachers themselves had in numerous instances manifested their anxiety to extend the course of instruction by providing them at their own expense. In only two schools did I find a pair of globes.

Although I regretted the limited supply of apparatus in almost all the schools, and was aware that the teachers could ill afford to procure what was necessary from their own resources, yet I was delighted to observe that two or three of the teachers had not only expended a considerable sum of money for this purpose, but had also exercised no small share of mechanical skill and dexterity in the construction of apparatus suited to illustrate the lessons on natural philosophy and chemistry. The schoolmaster of Greenlaw deserves special commendation for this. He has constructed a complete set of electrical apparatus; he has made very admirable models of several useful machines; he has collected a large assortment of interesting natural objects, and has arranged them in beautiful order in the school-room to which they impart somewhat of the air of a museum. The parochial teacher of Dunse, also, has a tolerably complete set of chemical apparatus, with which he illustrates the various lessons on chemistry. There was a large supply of apparatus in the school at Gordon.

I was often assured by the clergyman and other parties, that were a representation made to the heritors of each parish of the propriety of providing each school with a large assortment of apparatus, with black boards, with maps and globes, with models of the most useful machines, and with such apparatus as would enable the teacher to explain and illustrate the lessons in natural history, natural philosophy, chemistry, and geology, there is little probability of its being unattended to. The numerous instances of their liberality which came under my own observation, and the substantial proofs of their attention to the educational interests of the population existing in several parts of the county, convince me that the subject just requires to be submitted for their consideration to receive a prompt and proper attention.

Of the twelve subscription school-houses, only five,—those at Paxton, Allanton, Sinclair's Hill, Redpath, and Renton—at all properly subserve the purposes of instruction. The defects which have been pointed out as characterizing the parochial school-houses generally belong to these. The remainder of the school-houses belonging to this class are miserable. In addition to the defects in the construction of the buildings, and the wretched state of repair in which they were found, the supply of the most necessary school furniture, such as forms and desks, was generally quite insufficient, and that which was provided, ill fitted to promote the comfort or to improve the tastes and habits of the pupils. The whole aspect of these schools was that of discomfort and destitution.

It is difficult to give any adequate notion of the character and condition of most of the adventure school-houses. These schools are generally taught in apartments of a dwelling-house. The dimensions are contracted; there are no proper means of ventilation; the floor is generally earthen and damp; the walls are frequently unplastered and dirty; the forms and desks are of the poorest description, and frequently incapable of accommodating all the pupils. Little attention is given to the neatness and cleanliness of the apartment; the furniture is seldom tastefully and conveniently arranged. The whole appearance indeed of the interior of these schools serves to impress upon the mind most unfavourable views in regard to the fitness of the teachers to be entrusted with interests so important as the instruction and training of children.

There are some remarkable and commendable exceptions. The schoolhouse of Mr. Waite at Chirnside, is equal in convenience and tastefulness of construction to most of the parochial school-houses, and the internal appearance and arrangements are admirable. Mr. Gray's school-house, at Coldingham, Mr. Turnbull's at Greenlaw, Mr. Miller's and Mr. Weatherhead's at Dunse, were in a satisfactory condition. The school-houses of the female teachers were remarkably clean, and neatly and conveniently arranged. That of Miss Young, at Hutton, is an admirable specimen of school architecture.

The dame-schools are taught in the dwelling-houses of the schoolmistresses. The apartments were very neat and clean. The children were arranged on low forms around the teachers, and every thing seemed to go on with cheerfulness and comfort.

In most school apartments  
*State of Instruction in the Parochial Schools.*

the want of zeal in the thirty parochial schools. Seven of these are in towns or considerable villages, and on account of the attention of the majority of the pupils to school, the consequent regularity of their attendance, and the superior condition of this many of their parents, the higher branches are more commonly taught, and greater proficiency usually made in them, than in the other schools. I was highly pleased with the condition in which I found them. The teachers discharged their duties with zeal and skill, and the attainments of the pupils in the elementary and some of the higher branches were very considerable. In order that a clear notion may be obtained of the manner in which these seminaries are conducted, I shall give a somewhat detailed account of the examination of three of them. It may be proper to say, that although the schools I am about to speak of appeared to me upon the whole the best, the difference between them and the remaining four was by no means marked.

In the parochial school, Coldstream, there were present on the day of inspection 111 pupils. The branches taught were Read-

ing, writing, arithmetic, mathematics, English grammar, geography, Latin, Greek, French, book-keeping, and British history; religious instructions were, of course, given.

The pupils were arranged in eleven reading classes. It would occupy too much space to give a full account of the business of each class. It is enough to say that the lesson of each was carefully analysed, the words and subject matter were explained and illustrated, and the various processes conducted by the teacher with much skill. To the younger classes, his manner was lively and varied, and his illustrations homely and easily understood. In the examination of his elder pupils, he showed a wide range of information. They were examined on the whole subject of the various lessons, the more difficult words were explained, derivatives traced to their roots, their original and secondary meanings given,—in short, the explanatory method as formerly practised in the Edinburgh Sessional school was most ably conducted.

Eighty-five of the pupils learned writing, which was well and carefully taught. Fifty-six were learning arithmetic. Forty of these were working sums in the simple rules, four in Simple Proportion, one in Practice, one in Interest, two in Vulgar Fractions, one in Mensuration, and five had gone through the text-book. A good deal of dexterity in working sums in the common rules had been acquired, but sufficient attention had not been bestowed in unfolding the principles and explaining the processes of this branch of study. Those engaged in the study of grammar, in number 56, were arranged in four classes. The junior class were taught orally, the object of the master being to explain and render familiar to them the nature of the various parts of speech. This was done with great judgment, simplicity, perspicuity, and skill. The second class were provided with a text-book containing only the simple elements, and from this the definitions of the parts of speech were committed to memory. Numerous exercises were given for the purpose of testing whether these definitions were thoroughly understood. The next class had a more extended system of grammar put into their hands, and had made considerable progress in parsing and construction. The highest class continued to use the text-book, but were also regularly examined in parsing and construction from the reading lessons. This branch was very well taught.

Fifty-six studied geography, and were arranged in three classes. The junior class were not provided with a text-book. The map of the world was shown to them, its nature explained, and its leading features and great divisions pointed out. The map being removed, the master, with chalk in hand, examined them upon what had been pointed out to them, requesting them to direct him how and where to define upon the black board the various places to which their attention had been previously called. A text-

book was used by the second class who were employed in the examination and study of the map of Europe. The highest class had made considerable attainments in this branch, and had acquired facility in sketching upon the black board the outlines and remarkable features and divisions of the various countries of Europe. Six of the pupils were studying mathematics. They had not proceeded beyond the first book of Euclid, which they had completely mastered. The Latin, Greek, and French, were very respectably taught.

In addition to all this business, which is gone through daily, Mr. H. devotes half an hour every forenoon to religious instruction. Some of the features of the method of performing this part of his duty I particularly admired. A regular course of lessons had been drawn out, and the instructions were thus given both seasonably and systematically. For the youngest children a few simple questions sufficed. Those a little more advanced repeated Brown's Catechism. The Shorter Catechism had been committed to memory by the next two classes, and had been carefully analyzed and explained to them. The elder children had not only committed to memory the Shorter Catechism but had been taught to give texts of Scripture in proof of every assertion contained in it. Their knowledge of Scripture was both accurate and extensive.

The characteristics of Mr. H.'s method of conducting his schools were unwearied assiduity, thorough devotedness to the work of his profession, considerable skill in the application of good methods, and an accurate knowledge of classification and arrangement.

The school which I shall next describe was, in many important respects, very different from that formerly spoken of. The attainments of the pupils were neither so high nor so varied. The processes of instruction were more formally and mechanically conducted. The explanatory method was not applied to the junior division of the school, and the value of the examination to which the elder pupils were subjected was greatly diminished by being conducted by means of written questions only. Although the import of the lesson was generally elicited, and the more important statements were pretty fully illustrated and explained, yet the whole process was somewhat uninteresting and dull. It wanted variety and liveliness. Notwithstanding these defects, I observed numerous proofs of the skill and success with which the studies of the pupils had been carried on, and everything that I saw convinced me of the assiduity, conscientiousness, and enthusiasm of the teacher. The arrangements of the school were admirable. Perfect cleanliness, order, and regularity characterized it. On one side of the room was erected a spacious gallery, capable of accommodating 70 or 80 children. At one end stood a large case containing a varied assortment of philosophical ap-

paratus, among which, and deserving to be specially mentioned, was a complete set of electrical apparatus. At the other end was another large case filled with numerous interesting natural objects. This was the museum of the establishment. There was also a good supply of maps.

At the time of my visit there were 120 pupils present. They were arranged in seven reading classes, 13 studied grammar, 14 geography, 107 writing, 41 arithmetic, 5 mathematics, and 3 Latin.

The school of Mr. Mercer, Dunse, differed, in several important respects, from both the preceding. The intellectual system was carried on in this school most admirably, and every branch was most skilfully taught. The reading was distinct, intelligent, and sometimes elegant. The lessons were ably analysed and most fully and skilfully illustrated. It was perhaps observable that the teacher had put out his strength chiefly on the higher classes. With *them* he had gone through several series of experiments in illustration of the principles and more important parts of natural philosophy and chemistry, and had imparted a great fund of information in the elucidation of the other lessons. He had bestowed great care in tracing the derivations of the more difficult words, in assigning to each its own shade of meaning, and in carefully directing the pupil to its appropriate use. He had conducted the arithmetical studies in a thoroughly rational manner. At an early period of each child's course, he had given orally easy lessons in number, and had, by a familiar explanation of the principles of notation and frequent exercises in the simple rules, prepared them to enter upon the higher departments of the study with interest and profit. Geography was also taught in the most philosophical manner. Rightly regarding topography as its basis, Mr. M., before speaking of a map to his pupils, fixes in their minds the notion of such a chart, by requesting them to sketch the floor of the school-room upon their slates, and to represent the relative positions of the various objects upon it. When they have acquired the power of doing this, with a proper degree of minuteness and accuracy, they are employed in the delineation, upon the same extent of surface, of an area of larger extent. At every step taken the pupil's own observations of the natural features of the territory which he delineates, whether it be the play-ground around the school, the town in which the school is situated, or the parish of which the town forms the principal part, are marked down and properly represented. And when the nature of the map has been properly apprehended, he is introduced to an examination of the parish in which he resides. From this his attention is directed to the map of Scotland; thence to England, to Europe, &c. The results of this method were most satisfactory. Their knowledge of the various countries, the maps of which had been studied, was most



accurate, and embraced not only the political divisions, but the more remarkable natural features.

Although I have not given a detailed description of the business of each class in these three schools, yet I think it will be seen, from what I have said, that they are in a healthy and efficient state. Each has its peculiarities; the teachers are not equally skilful, equally accomplished, equally successful; but in zeal, in devotedness to their professional duties, and in their endeavours to keep pace with the improvements that have been made in the processes and methods of instruction, in their examination of these, and in the adoption of the best of them insofar as they are applicable to such seminaries as theirs, all have shown that they appreciate the importance of the duties entrusted to them, and regard with sufficient interest the profession to which they belong.

Owing to the great irregularity of attendance of many of the pupils in the parochial schools which were situated in small villages, or in districts where the population was widely scattered, the progress of the children was not equal to that made in the schools situated in towns; but after allowance has been made for this and other circumstances prejudicially affecting the teachers' labours, the majority of these seminaries do not deserve to be characterized as at all inferior to the former. Most of the teachers discharged their duties zealously and ably. In most of their schools the best methods of instruction were practised, while the educational course generally comprehended one or more of the higher branches.

For the purpose of giving a more definite conception of the manner in which these schools are conducted, and of the progress made by the pupils, I shall give a somewhat full account of two or three of the best of them. The others, although differing from each other in many important points, were, with the exceptions to be afterwards noticed, well taught.

On the day of my visit to the parochial school, Swinton, there were 115 pupils present. The organization of the school was good; all the children were constantly and usefully employed; a modification of the monitorial system was in operation; the explanatory method was applied to all the branches of instruction; and not only were the attainments of the pupils considerable, but the degree of mental culture which they had received was such as to prove that the teacher had so conducted all the processes as to strengthen and develope, by seasonable and healthful exercises, the various mental powers. In conducting the instructions of the younger classes, every expedient had been introduced to give variety and liveliness to the various exercises. They were not required to direct their attention for any considerable time to one subject. In their reading lessons their attention was frequently called to the more interesting words, and simple explanations, and familiar illustrations of their use were given. Pic

tures of the various natural objects, and in some instances the objects themselves, whose names occurred in the book, were exhibited, and the pupils, although not receiving systematic courses of *lessons on objects*, were exercised in observing their points of resemblance and difference, and in then verbally describing their several peculiarities. They were taught to use the slate at a very early period, and were encouraged not only to write, but to delineate upon it the more interesting natural objects. These exercises, although chiefly intended as expedients to keep them quiet when the lessons of the hour or day were over, not only cultivated habits of close and careful observation, but rendered the first lessons in writing comparatively easy, and formed an admirable introduction to more systematic instructions in drawing. The same principles which guided the teacher in conducting the studies of the junior section of his pupils regulated his labours among those more advanced. The results were more satisfactory.

In the parochial school at Edrom I saw much deserving the highest commendation. The classification and organization were excellent. All the branches received a proper share of attention. That upon which the teacher had expended most labour and care, and in which the pupils had made remarkable proficiency, was the religious instruction. They repeated the Shorter Catechism with great accuracy. The various questions had been carefully analyzed and explained. Numerous texts were adduced by the pupils in proof of the various statements contained in the answer to each question; and such had been the skill and judgment with which the whole of this department had been conducted, that the children could not only cite with great accuracy texts of Scripture in proof of any of the leading doctrines of Christianity, but had obtained so perfect an acquaintance with the New Testament generally, and especially with the gospel history, that they could repeat and explain any of the more remarkable passages in the history of our Saviour—any of his miracles, his parables, his discourses, his occasional remarks. The reading of the pupils was correct, fluent, and intelligent, and full explanations were given of each lesson. Considerable progress had been made in geography; and some attention had been given to the explanation of the principles, as well as to an examination of the various processes of arithmetic.

I cannot leave this branch of my report without noticing particularly the schools at Ladykirk, Eyemouth, and Gordon. At Ladykirk, the order in which the pupils were arranged, and the regularity and precision with which the movements of the various classes were made deserve very high praise. Although all the branches were most intelligently and vigorously taught, yet the admirable distinctness of articulation and enunciation with which the pupils read, the intelligence, accuracy, and ease with which

they answered the sifting questions put to them, and the liveliness and cheerfulness with which they went through the whole business, were such as to deserve special, indeed almost unqualified, praise.

In the schools at Eyemouth and Gordon, also, I saw much to admire. Were I to enter into details regarding them, I would be compelled to repeat much of the eulogy bestowed upon those already spoken of. I mention them particularly here for the purpose of saying that, while Mr. Trotter, at Eyemouth, had not neglected any of the branches commonly taught, he had trained his pupils to a considerable degree of skill in *singing by note*. The school at Gordon deserves especial notice, not only for the really efficient manner in which it was conducted, and the progress which had been made in several of the more advanced branches, but also because the heritors and parishioners have, by subscriptions raised among themselves, and amounting to a very considerable sum, provided for the teacher a large supply of useful apparatus, and thus enabled him to illustrate, in the most interesting manner, the various lessons.

The other parochial schools, with the exception of those of Chirnside, Foulden, and Whitsome were well taught. Each had its own characteristic excellences and defects. While in some the classification was defective, the internal arrangements were, in others, inconvenient and otherwise imperfect. Sufficient attention was not always given to the intelligent instruction of the *junior* as well as the *senior* sections of the schools. But there were in each of them features in the methods of instruction, and in the arrangement and discipline, richly meriting commendation.

Of the three schools represented as really inefficiently taught, I know not very well how to speak. In the best of them scarcely any approach to intelligent teaching was made. The religious instructions were confined to the repetition of the Shorter Catechism, and even this was done most imperfectly and inaccurately. In a class which read the New Testament with tolerable fluency, and whose ages varied from nine to twelve, I found the grossest ignorance of the most familiar Scripture facts. Not one could tell where our Saviour was born; the name of the place in which he was brought up; the name of his mother; any of his miracles, &c. No answer could be obtained to such questions as—Who was John the Baptist? Where did he live? Tell me anything about him. Tell me anything about Paul. What name had he before he was called Paul? Who was Moses? Where was he born? Who was his father? his sister? Of thirty-seven pupils who were present only five were studying arithmetic. Four of them were in Simple Multiplication, and one in Simple Interest. Not one of them could write on their slates such numbers as 4205, 3604, 5094. The principles of Numeration had never been explained.

In another of these schools there were twenty-six pupils present,

and the classification was so very imperfect that these were at ten different stages. In a class of six who read the Bible, and whose average age was twelve, not one could tell me anything about Moses. They were equally ignorant of the most generally known facts of Scripture. In the highest class, consisting of four pupils, considerable progress had been made in reading; not one word of explanation was given. They had committed to memory the Shorter Catechism, and of this the teacher attempted to give some explanation. It was of this nature. The question was—"What do the Scriptures principally teach?"—*Answer*. "The Scriptures principally teach what man is to believe concerning God, and what duty God requires of man."

The examination was thus conducted: How many things do the Scriptures teach?—Two. What is the first?—What man is to believe concerning God. What is the second?—What duty God requires of man.

This was the whole. The terms employed received no explanation. Upon my examining the children upon their meaning, I found them totally ignorant of it. The very answers which they gave consisted of words to which they had attached no meaning. The *questions* were of course a mechanical exercise of memory. Nine of the pupils were studying arithmetic. Not one could tell me the half of three-quarters. Not one could write down such numbers as 9080, 6305. Not one could tell me what a noun was; and when I asked the name of the principal town in Scotland, they answered Berwick. Upon being asked the name of any other town in Scotland, no answer was given; and being requested to name any high mountain in the same country, the only answer I got was, "The Mount of Olives." Comments on this are quite unnecessary.

At the third school there were thirty-six pupils present. There were nine different stages of progress. The whole business was most unsatisfactory. A class of three girls read from the New Testament the account of the miracle performed at Cana. Upon being questioned by me upon what they had read, they could not tell the name of the mother of Jesus, or where he was born, or where he was brought up. Another class of eight boys read the eighth chapter of Luke's gospel. Upon being subjected to examination, no answer could be got to such questions as—"Who was John the Baptist? his father or mother? Tell me any of Christ's apostles? The difference between an apostle and a disciple? Who was the beloved disciple? Who was Moses? his father? Tell me any of the prophets?" And in the course of my examination of this class on the following from the Shorter Catechism: *Question*—"Did our first parents continue in the estate wherein they were created?"—*Answer*. "Our first parents, being left to the freedom of their own will, fell from the estate wherein they were

created." The kind of answers which I obtained to several simple questions put for the purpose of ascertaining whether they understood the purport of the above answer, which they repeated pretty accurately, will be seen from the following specimen:—on asking, in what estate were our first parents when they were created, the answer given was, "By sinning against God." Again, in the course of my examination of them on the answer to the question, "What is effectual calling?"—*Answer.* "Effectual calling is the work of God first, whereby convincing us of our sin and misery, enlightening our minds in the knowledge of Christ and renewing our wills, he doth persuade and enable us to embrace Jesus Christ, freely offered to us in the gospel." I asked them to tell me another name for the Holy Spirit, the answer was, "Whereby convincing us of our sin and misery." Only five were studying arithmetic. One was working sums in Simple Interest; the others were in Simple Multiplication. Not one of them understood Numeration, or were able to write down very simple numbers.

In the first of these schools now spoken of there was some attempt made to cultivate the minds of the pupils. The teachers of the others had obstinately resisted all the remonstrances made to them by the members of Presbytery, and had boldly vindicated the manner in which their professional duties were discharged as the best in the circumstances, which, they declared, were fully known only to themselves.

#### *Subscription and partially Endowed Schools.*

The teacher of the Reston District School is allowed by the managers a salary of 60*l.*, with a dwelling-house. Mr. Baillie, of Jerviswood, besides supplying a school-house and dwelling-house for the teacher at Mellerstain, gives him a yearly salary of 17*l.* The schoolmasters at Allanton and Sinclair's Hill, in addition to the school-houses and dwelling-houses, are provided with salaries of 10*l.* each, by Mrs. Boswall, of Blackadder, and Mr. Bonar of Kimmerghame respectively. Mr. Home, of Paxton, gives to the teacher at Paxton a yearly salary of 2*l.* The teacher is also provided by the same gentleman with a school-house and dwelling-house. The teachers of these schools, though inferior to the majority of the parochial teachers in attainments and professional skill, discharged their duties with efficiency. The teachers of the remaining eight schools of this class cannot be spoken of favourably. Their attainments were evidently most meagre, and their skill limited. They had no knowledge of the best methods. Everything in their schools,—their internal arrangements, their organization, their classification, the methods of teaching, and the proficiency made by their pupils,—compel me to say, that, in their hands, the education of any class of our population is unfortunately placed.

*Adventure Schools.*

Of the eight Adventure Schools only two deserve to be ranked with the majority of the parochial schools. These are the schools of Mr. Gray, at Coldingham, and of Mr. Waite, at Chirnside. These gentlemen discharged their duties with great industry, zeal, and success. Their attainments were obviously high, the proficiency of their pupils was most creditable, and the manner in which the whole of the school business was conducted deserved and obtained my cordial approbation. Nearly approaching them in efficiency were Mr. Miller, Dunse, and Mr. Turnbull, Greenlaw. The other schools of this class were in a very unsatisfactory state. Indeed, when we consider the miserable remuneration of the teachers, the total want of encouragement and support, of which almost all of them complained, and the absence of any superintendence over their schools, it is not surprising that they should be in a very inefficient and wretched state. Some of the facts ascertained in reference to these schools are so interesting and so well calculated to rouse the attention of the wealthy and intelligent to the education of the lower classes, and, especially, to the meagre amount and little value of the instruction acquired by a great proportion even of our (*so-called*) educated population, that I mention and record them here. The dimensions of the school-house at Coldingham Moor are 16 feet by 15. The floor is earthen, and the whole apartment extremely damp and miserable. The only furniture is a small desk and a few wretched forms. The dwelling-house of the schoolmaster consists of one apartment only 15 feet by 12. The instruction given, and, indeed, the ability of the teacher cannot be spoken of more favourably than the school-house. The branches taught are reading, writing, and arithmetic. The attainments of the teacher were limited to these branches, and the standard by which their extent, even in these, was determined, on his application for the situation, was his ability to write his own name. The apartment in which another of these schools was taught was originally a hay-loft. The lower story, at the time of my visit, was used as a stable. The instructions given were limited in extent, and imparted with no degree of skill. The apartment in which another was taught was only 11 feet by 6, the height of the wall being  $7\frac{1}{2}$  feet. The value of the instructions given was as unsatisfactory. Another was held in an apartment which had been converted, from being a stable, into a school-house. The instructions given were very imperfect. Of eleven pupils learning arithmetic, and several of whom had gone through a great part of the text-book, not one could write on his slate 8350, 2605. In another I was told by the teacher that a third part of the fees was not received. The teacher of another having had his leg amputated was compelled to abandon his trade as a weaver and to "take up a school." Everything in his school-room was miserable. The supply of forms and desks was insufficient. There

was no order and no method. . . The classification was regulated by the books which the pupils happened to possess, and there was no skill exhibited by the master in conducting any one of the processes of instruction. Another of these teachers, at whose school the average daily attendance had been during the winter, 45, had not realized, during the preceding year, from the fees of his pupils, more than 3*l.* 10*s.* From the beginning of the session, in October, until the time of my visit, in April, only 1*s.* of fees had been paid. He had been compelled, in order to secure a maintenance, to open a small grocery shop. I refrain from all comments.

#### *Female Schools.*

One of these schools was in the teacher's own dwelling. She conducted the studies of her little charge with great cheerfulness and spirit, and with considerable success. Here the younger children were taught to write and draw on the slate. They were also examined on the ball-frame, and frequently received lessons on natural objects. The elder children had made good progress in the elementary branches. The school was intended chiefly for girls; of the 38 pupils present, 33 were girls. These were taught sewing and knitting, in addition to their lessons in reading, writing, arithmetic, and grammar. The whole were taught singing. I was much pleased with the state in which I found this school.

Another of these schools was held at Paxton, in the parish of Buncle. It was intended chiefly as an industrial school, in which girls might be taught to sew and read; and it was under the enlightened superintendence of a lady, the sister of one of the neighbouring proprietors, by whom it was established. I have no doubt that this school, which, at the time of my visit, was in its infancy, will prove subservient to the best interests of the population of the district in which it is situated. The other two schools of this class are of a superior order; that situated at Hutton deserves special notice.

The school-house, on which a great deal of taste and skill have been expended, is of the very best description. It was erected, and is maintained, by Mrs. M'Brair, of Broadmeadows, for the purpose of providing chiefly an industrial education for the girls on her estate. In addition to their instructions in sewing and knitting, they are also taught reading, writing, and arithmetic, and religious instruction. Boys under seven years of age are admitted. The only fee which the children pay is one shilling per quarter. Books and all other apparatus are supplied by the lady patroness, who has also provided for the use of the pupils a small library. For the purpose of giving interest to the religious lessons, a map of Palestine and one of the Travels of the Apostles are hung up in the school-room. In addition to all this, the teacher has a salary of 32*l.*, and a good dwelling-house connected with the school-house, and consisting of two comfortable apartments.

The remaining school is situated at Allanton. The teacher is provided by Miss Boswall, of Blackadder, with a free school-house, with a comfortable dwelling-house of three apartments, and with a yearly salary of 10*l*.

The school is intended for the instruction of girls in reading, knitting, and sewing.

#### *Dame Schools.*

Of the two dame schools it is not necessary to say more than that the instructions were confined to reading, spelling, and catechism.

#### *Infant School.*

The only infant school in the district is situated at Dunse. It is superintended and maintained by a society consisting of the most influential and intelligent of the community of Dunse and its neighbourhood.

The school-room is spacious, well lighted, and amply provided with the necessary apparatus. There is erected in the school-room a gallery capable of accommodating 100 pupils. On the day of my visit there were 89 present, the average daily attendance was 85; the age of the pupils varied from two to seven, and the fee is one penny per week. The mistress has a salary of 40*l*., and her assistant, 14*l*. 6*s*. I spent about an hour in this school, and had reason to be satisfied with the manner in which it was conducted. The schoolmistress had been trained in the Glasgow Normal Seminary under Mr. Stow, and had also attended a course of lectures delivered by Mr. Wilderspin. She was admirably fitted for her office.

#### *Methods of teaching particular branches.*

In the following remarks it is not my wish to develop the principles that should regulate the teachers in conducting the various processes of school business. These principles will be found most ably and interestingly elucidated in Wood's account of the Edinburgh Sessional School; in "Dunn's Principles of Teaching;" in the "School and the Schoolmaster," published at Boston, Massachusetts; in "Abbot's Teacher," and in "Palmer's Teacher's Manual." Every teacher should procure a copy of these works, and carefully and constantly study them. My wish is to record here the instances I met with in this district of those who had carefully examined the principles of teaching, and who had succeeded in some measure in conducting their professional labours rationally and philosophically.

*Reading.*—In most of the schools no attempt had been made to facilitate the acquisition of this branch. The method of teaching the alphabet was very imperfect. It was generally taught in the common mode, by pointing out in succession all the letters at each lesson until they are learned. No expedient had been adopted



to give interest and variety to these lessons. The principle according to which Dr. Andrew Thomson compiled his Primer, and which seems a sound one, and calculated to smooth the path to the acquisition of reading, was apparently unknown. It is this: the child, instead of being required to master either the names or powers of the whole alphabet, should have his attention directed in the first place to a few letters only. Those chosen should be such as from their forms will be most easily remembered, and as when combined will make familiar and easily explained words. These words again should be such as can be arranged in easy sentences, capable of explanation and interesting illustration. Thus in Dr. Thomson's first lesson on the alphabet there are only seven letters. The names or powers of them are to be first taught; they are next variously combined, so as to make easy and familiar words; these words again are arranged in common and easily illustrated sentences. The first lesson is

o m i s x b y O S B I X Y M

So is. My ox. Is by. My boy. Is so. My box. I mix.  
I miss. Six boys. Miss box. O boys.

Is my ox. O my boys. So I miss. By six boys. My box is.  
I miss six.

My ox is by. Is my boy so? I miss my box. By my six boys.  
I mix my boys.

Each word and sentence should receive illustration according to the explanatory method.

The method by which children are taught words first, and then the letters of which these words are composed, was unpractised, if not unknown. The principles upon which the above method is based had not been examined.\* The mode of making a child

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O. \* The following extract from "Palmer's Teacher's Manual" will explain its nature:—

Worcester's Primer is an admirable little book for beginners. We shall use it, therefore, as our *First Book*. Commencing with a child ignorant of his letters, we should turn to page 15, where we find pictures of a man, a cat, a hat, and a dog, opposite the corresponding names in capitals, as well as in small letters. The teacher may commence thus:—

*Teacher.* What is that?

*Child.* A man.

*T.* That is the *picture* of a man. Would you not like to know the *word* man?

*C.* Yes.

*T.* (*pointing to the word*). There it is. Look at it well that you may know it again. Now, do you think you shall know it?

To this question the child generally answers Yes.

*T.* Which of these words (*pointing to man, dog, cat*), is man?

Unless the child has been brought up in habits of attention by his parents, his heedlessness will be apparent by his ignorance of the word; and this will generally be the case. So, turning back to page 15, the teacher can say—

*T.* you are wrong. See, it does not look like that. You should give more attention. Look at it again. Are you sure you will know it now?

*C.* Yes.

Most children will now know the word; but a few will be found so heedless as still not to have given any attention. With these there will be some difficulty;

acquainted with the alphabet, which Professor Pillans has proposed and explained in his Lectures on the Theory and Practice of teaching, was equally unknown.\* The importance of training the children

but, as soon as their attention can be caught, the instant one word is known, the spell is broken, and all will go smooth. Persevere with the first word. If you cannot succeed in the first lesson, give him two, three, four. Have a little patience. In some favourable moment you will gain his attention, and the difficulty then is over. Such is the testimony of many teachers.

One word is enough for the first lesson; and now comes an exercise which must always, *without one solitary exception*, follow reading. There must be no excuse for want of time; the teacher *must take time*, whatever else he may alight.

T. What have you been reading about?

C. About a man.

At the second lesson, see if he can still point out the word man (page 17); if not, repeat as before; but if he knows it, show him the next word, and say that is cat. There is no occasion to make further use of pictures for the present. Turning again to page 17—

T. Which of these words (man, cat, hat,) is cat?

When he knows this word, conclude as before.

T. What have you been reading about to day?

C. A cat.

T. Nothing else?

C. Yes; a man.

By a similar process the other seven words will readily be learned by the child. But it is scarcely possible to repeat too often, in this stage of education, that a minute examination of the child as to what he has read must be gone into at the close of every lesson. No excuse can be admitted unless the house be on fire or tumbling about your ears. Should the teacher find there is not time, the lessons may be made shorter, or fewer given per day. Three a-week, with questioning, are of far more value than twenty without. The development of the faculty of attention, the formation of a habit, is all-important; if that be done early, there will be no difficulty in educating the child. It ought, then, to be commenced at the first lesson, and never for a moment to be lost sight of during the whole course of education. Common significant words should be selected, such as *dog, my, dear*, and repeated in different arrangements—*dear, dog, my—dog, dear, my*—until he can distinguish them perfectly, and put them together to make sense. He should at the same time be taught to pronounce the words distinctly. He has thus the satisfaction of reading—of seeing the use of his learning—from the beginning. To make them still more familiar, he should be set to look for the words in a page where they are to be found, and to copy them on his slate. A word may be added each day: and he should be led to amuse himself and exercise his ingenuity by making as many sentences or parts of sentences as possible of his words, and by writing them on his slate. When he has become familiar with a good number of words, and is convinced of the usefulness and pleasantness of reading, he may set to learn the letters. This he will do with interest when he knows that by means of them he will soon be able to learn to read by himself, without help.

He should not yet, if ever, be set to learn words which he cannot understand, but only such as will occupy at the same time his mind and his eyes.

\* "It proposes to arrange the alphabetic characters in brotherhoods, according to the organs of voice used in pronouncing them, and to teach the child the knowledge of his letters, at first, and for a long time in this way only. We should thus avoid the greatest difficulty the child encounters in learning the alphabet, that of recollecting the sequence or arrangement of the letters. Their order of succession in our common alphabet is entirely capricious, and appears, indeed, to be purely accidental; and a knowledge of it, so far from being indispensable at the outset, is in that stage altogether useless for any practical purpose. Yet, in the ordinary way, the child is arrested and unseasonably detained in the very porch of learning, by being compelled to name, and not to name only, but to learn by heart, a series of letters, which have not one associating tie to bind them in the memory but juxtaposition. It is stringing beads, as it were, on a thread of sand. It may be well he should know this alphabetic arrangement when he comes to consult a dictionary; but I really cannot see its use for any other purpose. On the other

to the use of the slate and pencil as a means of facilitating the acquisition of reading and spelling, and of initiating them gradually into the art of composition, was not felt. The advantage it gives the teacher in securing order and quiet in the school, by enabling him to keep the children in active and cheerful employment, while he is employed with the senior pupils, was not perceived. The manner in which these simple instruments might be made to subserve these important purposes may be seen from the following example:—The words *hen, men, pen, ten*, are written down by the teacher on the black board; and the children, after they have received their reading lesson, are required to copy each of these words upon his slate, and then to say something regarding each: *ex. gr.*—That is my *hen*. Give me that *pen*. I saw ten *hens*. Bob has ten *pens*. A little training will enable them to perform the exercise with facility and great interest. Its uses are obvious.

In very few of the schools were attempts made to correct local peculiarities of pronunciation; to remove singularities of accent; to give to the pupils a clear and distinct enunciation, and a sufficient firmness and loudness of tone in reading. The instances in which taste and elegance in reading were attended to and acquired have been elsewhere noticed. In all but the very best schools the explanatory method was not practised, excepting in those classes consisting of pupils who had made considerable progress in reading. It is impossible to repeat too frequently that, even at the earliest stage of the child's progress, he should be most minutely examined on the subject of what he has read, and that he should never be permitted to leave a lesson, indeed, the lesson should not be considered as *given*, until this explanatory process has been gone through. I need not say that in the best schools the advantages of interesting the child, and directing his mind to the subject as well as to the words of the lesson, were known; and that the subserviency of these exercises to the rapid acquisition of reading was perceived.

*English Grammar.*—Grammar is learned by a very small proportion of the pupils. I took every opportunity of urging upon the teachers the propriety of giving to the whole junior division of the school, simultaneous oral instructions in this branch. These instructions should be exceedingly simple, not extending greatly beyond the definition of the various parts of speech. These can be apprehended by very young children, if, instead of requiring them to be committed to memory from a text-book, they are simply and familiarly explained. For instance, after telling the pupils that a noun is the *name* of anything, they should be re-

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hand, by the classification of letters in their cognate relations, the acquisition of them may be made an amusing exercise. The attention of the child being drawn to the organs of voice employed in each set, he makes experiments upon them in imitating the sounds he hears, and has thus a guide to the pronunciation of each letter, which greatly facilitates his acquaintance with their form and power.

"*Pillans' Principles of Elementary Teaching*, p. 113."

requested to tell the names of all the objects in the school-room. The schoolmaster points to a slate, asks the name of that thing; then to the black board, asks its name; then holding a pen, or a ruler, or a book, or a pencil, in his hand, asks—What is the name of *that*? He then reminds them that the *words* which they have mentioned are all *nouns*, because they are the names of the various things pointed out. He then, lifting from his table a book, says,—Is that thing a noun?—They almost all answer, with confidence, Yes. The definition is again brought to their recollection. A noun is the *name* of a thing. Is that, the book in my hand, a noun? Is that the *name* of a thing? Is it not the thing itself? What is the name of this *thing* in my hand? Let me write the *name* of this upon the slate. Where is the thing itself? In my hand, isn't it? Where is the *name* of the thing? On the black board? Then what is the difference between the thing and the *name* of the thing? The answer that the *name* of a thing is only a *word*, is obtained, and the nature of a noun is at once perceived. After such a process as this has been gone through once and again, the teacher being careful that the distinction between the thing itself and its name is clearly perceived, the children should be requested to write upon their slates as many names as they can. This exercise being over, a slight cross-examination will satisfy the master whether the nature of a noun be clearly perceived. When this is so, an accurate definition should be written upon the black board, which they should commit to memory. Such a lesson should occupy two or three days; and, by a systematic gradation of such lessons, no difficulty will be experienced in training them to parse easy sentences with some minuteness and accuracy. When they have arrived at this stage, it is desirable to put into their hands the text-book which had guided the teacher in their oral instructions. These preliminary studies will be found to form an admirable introduction to a rational and satisfactory use of the text-book, and a solid basis of a much wider and comprehensive course of instruction. In several of the schools this branch was very well taught.

*Geography.*—It is to be regretted that so few of the pupils learn this branch. The obstacles to its more general acquisition are various, and have been elsewhere described. The most serious of them is that which is most easily remedied, and which is most rapidly being removed. It has hitherto been the almost universal practice to make an additional charge for instructions in geography. But almost all the teachers who conduct the school business with vigour, and who are deeply interested in the progress of their pupils and in the extension of the benefit of their professional labours, have begun to give these instructions gratuitously to all children at a certain stage of advancement. The effect has been to raise the standard of education in their schools, and to widen the views and greatly to enlarge the information of

those who in a few years will be the peasantry and artisans of our country. The future results are still more important. The educational course which will be sought by parents for their children will be considered incomplete, unless ~~these~~ instructions form a prominent part of it. The demand for a more comprehensive education will be increased.

In addition to giving their pupils gratuitous instructions in this branch, many of the teachers have expended, from treasuries not remarkably full, considerable sums in the purchase of maps and other apparatus for the purpose of giving additional interest to these studies. The method of teaching geography, pursued in the parochial school, Dunse, was so rational, and the steps in the process were so gradually and philosophically taken, that I cannot withhold a full description of it. Mr. Mercer, adopting the principles so admirably elucidated by Pestalozzi and his followers, bases his geographical instructions upon topography. Before proceeding to the examination of unknown countries, he appropriates to his use, as a teacher, and brings to bear upon his pupil's intelligent progress, all the knowledge of the surface of the earth which the child's observation and travel have enabled him to collect. From this basis of the known he is carried forward to an examination and description of the unknown. The steps are taken in the following order:—First, the master sketches upon the black board a plan of the school-room, and then points out to the pupils the cardinal points in reference to it. The relative positions of the various objects are carefully and accurately defined, and the pupil is subjected to an examination of the chart thus delineated. The pupils are then required to copy this plan upon their slates. The next step taken is a delineation of the town in which they reside. This is done by the master, under the guidance and direction of the pupils, who are made responsible for all errors committed in the assigning of positions to the several objects, or for inaccuracies in the method of representing them. The process is conducted thus:—The teacher having fixed upon the Town-house as the point relative to which all other objects are to be represented, assigns it its position, and then asks one child where his father's house should be. The position is fixed upon and marked down. The situation of the Manse is next demanded. Another pupil is asked what streets must be passed through in walking between the Manse and the Town-house, the direction in which they run, their relative length and breadth, the most remarkable houses in each, and so on, until a somewhat minute and accurate map of the town is drawn. The pupils then copy this upon their slates. The extent of area is gradually increased until the whole parish, that and the surrounding parishes, the whole county, that and the surrounding counties, with the most remarkable natural features of each, the courses of the rivers, the direction in which the various ranges of hills extend, the general

nature of the land (whether arable or moor land, whether fertile or barren) are somewhat accurately delineated or fully described. The teacher having exhausted all the knowledge which his pupils have been enabled, by observation or travel, to acquire, and having thrown into one stock the amount of each individual's store, brings the whole to bear upon the elucidation of the general principles and doctrines of topical and physical geography. The foundation is thus rationally laid; the superstructure can be raised without much difficulty.

*Arithmetic.*—This branch of instruction, besides its importance to all in the business of life, is, when properly and rationally taught, admirably fitted to cultivate habits of close attention and of precise and accurate thought. In some of the schools it was most philosophically taught. In these seminaries the principles were unfolded, and all the processes were minutely and carefully explained. The minds of the children were, by means of the ball-frame and other expedients, familiarized with clear notions of number before they were taught to associate them with the arithmetical symbols. These preliminary exercises were followed by an explanation of the nature of the symbols. The point that here obtained attention was to prevent the use of these without associating with them the names of well-known objects. Thus, when any of the symbols was represented on the black board, or when the children were required to write them on their slates, they were taught to consider the symbols as the representatives of a certain number of objects. Thus, 4 was explained as representing four boys or four girls, four balls or four tops. The principles of notation, or the *local* as well as the simple values of the symbols, were next explained. The nature of units, or ones, and the manner in which they are represented, was first carefully illustrated. Numerous and constantly varied exercises, of the following nature, were given before another step in the process was taken:—How many are four boys and five boys? three dogs and five dogs? six horses and one horse? The various answers were written down; and when the children had mastered the representation of the class *units, or ones*, another step in advance was taken. This was to show the manner of representing numbers including tens. The manner of doing this was:—How many are six cows and five cows and four cows? The answer, Fifteen cows, being given, the pupils were requested to write the number on their slates. Some did it correctly, others failed. The number was then analyzed by the teacher. It was shown to be made up of *one ten* and five units. The units were written down, and they were taught where to place the one ten. The number was again analyzed until each pupil had thoroughly apprehended not only the simple but also the *local* value of the two symbols. Proceeding in this manner, the fundamental law of the Arabic system of numeration—that the removal of a figure one place

towards the left, increases its value ten-fold, and, on the contrary, its removal towards the right decreases it ten-fold,—was fully explained. The various steps in the elucidation of this law were, in the same manner as above, gradually taken, and each thoroughly apprehended before any advance to the representation of a higher and more difficult number was made.

The rationale of the processes of Addition, Subtraction, Multiplication, &c., was invariably given before the pupil was required to work any sums in these rules upon his slate. For example, supposing the teacher's object was to explain the process of adding together the following numbers, he would proceed in this manner:—

4,326

8,945

9,234

2,468

The pupil is asked how many units are represented in the first line?—Six. How many tens?—Two. How do you name two tens?—*Answer*. Twenty. Then how do you name the tens and units together?—Twenty-six. How many hundreds are here represented?—Three. Then naming the hundreds, tens, and units together, what would you say?—Three hundred and twenty-six. How many thousands? Four. Naming the whole together you say?—Four thousand three hundred and twenty-six. The other lines of figures are in a similar manner analysed and named. The process of Addition is now begun. Taking the symbols of units, and adding them together, what is the sum?—*Answer*. Twenty-three. This number is represented and analyzed; it is shown to consist of *two tens*, or *twenty* and *three* units; the units are written down in their place, and the *two* tens are added to those figures of a similar value; the sum of the figures in the place of tens is found to be seventeen, *i. e.* seventeen *tens*. Then as *one ten* is represented by 1 with a cipher to its right, seventeen tens are represented by 17 with a cipher to the right, thus—170. The analysis of this number is now proceeded with. There is nothing in the place of units. In the place of tens, seven are represented, and they are placed accordingly, and the one hundred is mingled with those of a kindred value. The process is thus conducted to a termination, and by cross-examination upon the whole of it, it is ascertained whether the principles and the reasons for the various steps have been really understood. When this is secured, it only remains to train the pupils by frequent and varied exercises to expedition and accuracy in repeating the process. It is not necessary to proceed with the description of the manner in which the various rules are explained; it is sufficient to say that it is thoroughly rational. The teachers have mastered the works of De Morgan and Lardner on this subject, and have given to this branch of instruction the interest and importance to which its direct utility in the business of life and its fitness to develope

and strengthen the powers of attention and abstraction, and to cultivate habits of patient and correct thought, entitle it. I know that many will feel the details which I have given on this subject trite and unnecessary; their importance will not be questioned by those who have carefully examined many of our elementary schools, and have observed how dogmatically this branch is ordinarily taught. It is also well to mark in such a record as this our high approbation of the enlightened efforts of those teachers whose aim is the really high one of cultivating the various mental faculties, and who know that the best mode of attaining this is to render all the processes of instruction strictly rational processes.

In this, and in my former Reports, I have confined my observations almost exclusively to those subjects to which my attention is called under the *second branch of duties* described in "Instructions for Inspectors of Schools."\* I have hitherto considered it best, first to detail the facts which I ascertained relative to each of the subjects there indicated, and then to give my opinion generally of the value of the various educational means existing in the districts severally reported on. This course I have adopted, not because I did not feel it desirable to attempt to give a comprehensive and general view of the parochial system, and its various auxiliaries in educating our population, but because I felt that, from the small number of schools examined and reported on, my opportunities of observations had been neither so numerous nor so varied as to furnish me with a sufficiently extensive induction, on which general conclusions could justly and with confidence be based. But now that I have examined considerably more than a hundred parochial schools, and have seen the parochial system operating in a great variety of circumstances, now that I have carefully inspected several hundreds of subscription and adventure schools existing in various localities, and enjoying all the advantages, or subject to all the disadvantages of such schools, I am prepared, should their Lordships desire it, to attempt to give a general exposition of their nature and value.

I have the honour to be, Sir,

Your most obedient servant,

*J. P. Kay Shuttleworth, Esq.,*

JOHN GIBSON.

Secretary to the Committee of Council on Education.



REPORT ON CERTAIN OF THE CHIEF SCHOOLS INSPECTED  
IN THE PRESBYTERY OF EDINBURGH.

By JOHN GIBSON, Esq.,

*Her Majesty's Inspector of Schools for Scotland.*

SIR,

Edinburgh, August, 1843.

It was my earnest desire to present to their Lordships, in the course of this year, a full account of all the elementary schools *for the poor* existing in and around Edinburgh. During the various intervals between the completion of one tour of inspection in the country districts and the commencement of another, I have, since my appointment to office, been engaged in accumulating materials for such a report. I have spent much time in visiting and examining many *adventure* schools in the poorest districts of the town. I have visited again and again all the more remarkable schools of this class, in which the children of the poor are educated. I have examined all the endowed *free* schools, and, with one or two exceptions, all the sessional or parochial schools. I have given particular attention to the examination of the schools connected with the Edinburgh prison, of that connected with the West Kirk charity workhouse, and of that connected with the Orphan Hospital. But, on comparing what I have been able to overtake with the number of small *adventure* schools which I have found it impossible to visit, and in which a large proportion of the children of the poor receive their education, I feel it necessary to omit for the present all consideration of *adventure schools*, and to confine my observations on the state of elementary education in and around the city, insofar as that is provided for in the schools under the superintendence and control of bodies of trustees or managers. In this report, therefore, I direct my attention to the schools recently founded and established by the governors of George Heriot's Hospital, to those founded and endowed by the late Dr. Andrew Bell, to those connected with the various parishes in the city and suburbs, and to those attached to the West Kirk charity workhouse, the Orphan Hospital, and Gillespie's Hospital; to the Lancasterian school, Davie-street, and to one or two schools connected with dissenting congregations. Most of these I have visited frequently. I have examined each of them, class by class. I possess copious notes of the results of these examinations, and of the impressions made at the time upon my mind regarding the ability and skill of the various teachers, and the relative excellences of the various methods of teaching, as well as of classification and organization, adopted by them. To the examination of most of them I did not find it necessary to devote more than one day, while to obtain a completely satisfactory view of the methods adopted in others, it was found desirable to spend in each two or three, and in some cases even four, days.

It is proper to say that in these schools the very poorest of our children receive their education. They are attended by between five and six thousand pupils; upwards of two thousand of whom receive gratuitous instruction, while the fees paid by the remainder do not exceed threepence per week. I have no means at present of ascertaining the number of poor children in Edinburgh, and therefore cannot say what proportion of these attend no school, or receive their education in the existing dame and adventure schools. With the permission of their Lordships, I shall at an early period complete the inquiry, in which I have made considerable progress, into this interesting subject. Meanwhile, it is proper to call attention to the accompanying most valuable piece of statistics, drawn up at my request by Mr. Ewan, one of the city missionaries, and affording a view of most appalling destitution, in regard to educational means, in the neighbourhood of a city which has long boasted of its civilization and refinement. Mr. Ewan's inquiry was limited to the West Port, with a population of and the following are the most remarkable results:—

GENERAL ABSTRACT OF MR. EWAN'S REPORT.

*I. Profession of Religion.*

There are 540 male and Female heads of families resident in the West Port, whose profession of religion has been ascertained. Of these there are,—

1st. Roman Catholics .	Regular and irregular in attendance on public worship. . . . .	48	
	Never attend public worship . . . . .		73
2nd. Establishment .	Regular and irregular in attendance on public worship. . . . .	38	
	Never attend public worship . . . . .		82
3rd. Free Church . .	Regular and irregular in attendance on public worship. . . . .	42	
	Never attend public worship . . . . .		..
4th. Secession . . .	Regular and irregular in attendance on public worship . . . . .	35	
	Never attend public worship . . . . .		10
5th. Relief . . . .	Regular and irregular in attendance on public worship. . . . .	11	
	Never attend public worship . . . . .		2
6th. All other bodies .	Regular and irregular in attendance on public worship. . . . .	7	
	Never attend public worship . . . . .		13
7th. No Church whatever . . . . .			179
		181	359

1st. In the foregoing statement, those who are classified under the different bodies as not attending a place of public worship may be considered as having no religion whatever. They call themselves Roman Catholics, or belonging to the Church of Scotland, &c. because their parents were so, or because, in their youth, they belonged to one of these bodies, but none of those thus classified have any connexion with the bodies with which they are classified.

2nd. In those who are entered as regular and irregular in their attendance on public worship, there are many who have not been at any meeting above once in six months, and in those thus classified not

above one-third may be considered as regular attendants on religious ordinances.

3rd. Those described as belonging to no church are those who make no profession of belonging to one body or another.

4th. It is somewhat remarkable that there is not one avowed infidel in the whole of this district.

NOTE.—There is a seeming anomaly under the head "Free Church," which is, that there are none who profess to belong to it who attend no place of worship; but I am inclined to think that the resolution of this fact may be found either in the events which have recently happened, or that none would profess to belong to it who have not either less or more had their minds directed to religious subjects.

## II. Mission Meetings.

Regular in their attendance . . . . .	28
Irregular, but not more than a fortnight absent . . . . .	29
Occasional, about . . . . .	80
Total . . . . .	137

## III. Children fit to attend School.

Boys . . . . .	212
Girls . . . . .	193
Total . . . . .	405
Attending School.	Not attending School.
Boys . . . . . 84	Boys . . . . . 128
Girls . . . . . 89	Girls . . . . . 104
Total as before . . . . . 173	405

It is, however, to be observed that, either from the state of the schools, from the very irregular attendance of the children, or from the very late period at which most of them have been sent to school, fully one-third of those who are at school will never, in all probability, be able to read their Bibles. Many of these children reported as being at school, have either been put to it very recently, or are most irregular in their attendance, one week present, and, perhaps, a fortnight or three weeks absent. Two-thirds of the whole children in the district cannot read at all, and very few of them are ever in a place of public worship.

## IV. Sabbath Schools.

Total number of children at sabbath schools . . . . .	188
*Attending mission schools . . . . .	135
All other Sabbath schools . . . . .	53
Total as above . . . . .	188

Of those attending sabbath schools, and not attending any week-day schools there are—

At mission schools . . . . .	62
All other schools . . . . .	5
Total . . . . .	67

(Signed) JAMES EWAN.

In several districts of the town it can scarcely be hoped that an equally minute and searching inquiry would yield results more gratifying to the philanthropist.

Without further preliminary remarks, I hasten to give, as distinctly and briefly as I can, a view of the nature and origin of the various classes of schools to be spoken of, and of those features

\* The Mission Schools were recently established by Mr. Ewan.

in the methods of teaching, and those peculiarities of organization, which seem deserving of such notice. I will also describe the extent and nature of the course of instruction communicated, and endeavour to estimate the measure of ability and success with which the teachers conduct the various branches constituting that course of instruction.

The *external organization*—in other words, the constitution, government, and superintendence of these schools—first demands notice. In this respect they may be arranged into three classes :—1st, the George Heriot's Hospital schools ; 2, the Bell schools ; and 3, the schools under the control and superintendence of trustees.

1. *Heriot's Hospital Schools.*—Heriot's Hospital was founded in pursuance of the will of George Heriot, jeweller, dated 1623. It was originally designed “ for the maintenance, relief, bringing up, and education of so many poor *fatherless* boys, freemen's sons of the town of Edinburgh.” The benefits of the institution have been extended to the children of those burgesses who are not “ weill and sufficientlie able to maintain them.” According to the statutes, compiled, by desire of the founder, by Dr. Walter Balcanquhal, dean of Rochester, and dated 1627, the government of the hospital is vested in the Lord Provost, Bailies, Ministers, and Ordinary Council of Edinburgh. In pursuance of the bequest, the present building was erected between 1627 and 1650, and the number of boys brought up and educated within its walls has for a considerable number of years averaged about 180. The revenue of the hospital having, from the feuing out of the lands and other causes, greatly exceeded what could have been in the contemplation of the founder, and the present building or hospital being inadequate for the admission of such a number of boys as the revenue is sufficient to maintain and educate, the governors, after mature consideration and much discussion, resolved to ask Parliamentary sanction to erect with their surplus income, in various parts of the town, elementary schools for the education of the children of burgesses, freemen, and others. This they were authorized to do by an Act of Parliament passed in 1836. The governors are thereby “ empowered and authorized to found and erect one or more schools within the town of Edinburgh out of their surplus income, after providing for the expense necessary to maintain and educate such a number of boys as the hospital shall be adequate to contain.”

Steps were immediately taken towards the erection of these schools, and one of them, situated in one of the poorest and most destitute districts of the town, was opened in 1838. In 1840 six more were ready for the reception of pupils. These seven schools—five juvenile and two infant—have since been in full operation, and are now attended by upwards of 2,000 children.

Previous to the opening of these schools, the governors required to determine whether it would be expedient to exact, from each of

the pupils, a small weekly or monthly fee, or whether the instructions should be entirely gratuitous. It was urged by some, that gratuitous instructions are very frequently undervalued, that the attendance of the recipients is irregular, and, especially, that the exaction of a small fee might be made to serve important purposes in the economy of the school, and might assist to train both the pupils and their parents to a right appreciation of the benefits bestowed and privileges enjoyed. There was much practical wisdom, as it appears to me, in the suggestions made by those who took this view of the matter. It was proposed by one gentleman that a fee of one penny per week should be charged from each pupil, and that the sum thus accumulated should be expended in purchasing and maintaining a school library, and in procuring, from time to time, such specimens of natural objects as might be found requisite for the illustration of the various lessons. Another suggestion, not less important, was made: it was proposed, that the teacher of each school should have a book with as many columns as there are weeks in the school session; that in this book should be recorded the receipt from each child of his weekly fee; that the sum thus placed to the child's credit should be put in the savings' bank, and the accumulated sum given to him on his leaving school. It is difficult to measure the exultation which each of these children would feel on the receipt of this small fortune, or to tell the effect which the experience at so early a period of life of such "an accumulation of littles" in realizing so large a sum, might have in training them, unconsciously and imperceptibly, to habits of a prudent economy.

To most of the governors, however, it appeared expedient to exact no fees; and setting aside the consideration of the importance and probable effect of such a training as has been alluded to, and looking only to the poverty of the great majority of the parents, to the efficacy of the regulations adopted by the governors regarding the necessity of the pupils' cleanliness of person, and the punctuality and regularity of their attendance, and to the peremptoriness and alacrity with which these regulations are in all cases still enforced, it may be said that the evils apprehended from such a course either were imaginary or have been averted, and that the wisdom and propriety of their decision have been experimentally vindicated. Numerous proofs of the value attached by the parents to the privileges enjoyed by them and their children might be given. The attendance of the pupils is remarkably regular. Very few cases have occurred in which the teacher has found it necessary to send the same child home more than once for want of cleanliness and tidiness of person. Indeed, the regulations enforcing these things have had the effect of stimulating many of the parents to greater regularity in their morning household arrangements, and have led them to give greater attention to personal cleanliness and comfort. Many have been careful to express, to the governors, their gratitude for the benefits conferred

upon their children, and almost all have shown, by a strict and increasing attention to the regulations alluded to, a growing sense of the advantages and blessings which these schools have conferred upon themselves.

The children who are eligible as pupils must be either—1st, the children in poor circumstances of deceased burgesses, and freemen of Edinburgh; or, 2nd, the children of such burgesses and freemen as are not sufficiently able to maintain them; or, lastly, the children of poor citizens or inhabitants of Edinburgh. No children belonging to the third class can be admitted as pupils so long as there are applications for admission on behalf of any of the other classes; and while those belonging to the first and second classes are received, irrespective of their places of residence, those of the third class must reside within the royalty.

The manner in which the parent or guardian of a child procures him admission is to fill up and present to the governors certain specified forms of application. These applications are carefully examined and decided upon by a committee appointed for the purpose. The following is the form of application for one who is not a burghess, and who claims the privilege as a poor citizen or inhabitant of Edinburgh:—

*Form of Application for one who is not a Burgess.*

The Petition of \_\_\_\_\_ for the admission of \_\_\_\_\_ into one of George Heriot's Hospital Schools.

Answers to the following questions to be distinctly stated, otherwise the petition will not be taken into consideration:—

I. Where does the petitioner reside, and what is \_\_\_\_\_ employment, and amount of the weekly income of the whole family?

II. How long has the petitioner resided within the royalty of Edinburgh?

III. Are both parents alive?

IV. What are the names and ages of the children who are under fourteen years?

V. What are the names, ages, employment, and wages of the children, residing and maintained in the family above fourteen years?

VI. What is the age of the child or children for whom this application is made?

VII. Has the child or children applied for been at any of George Heriot's schools, or any other school or schools, and if so, state the length of time at each, and the cause and date of removal, or cause of intended removal?

Edinburgh, 184 . (Petitioner's signature.)

This petition is required to be attested, as follows, by two respectable householders:—

We certify from personal knowledge, that what is stated in the foregoing petition is strictly true, and we are ready to give any further information which may be required.

Householder, residing at \_\_\_\_\_

Ditto.

Ditto.

*Regulations.*

I. Children admitted shall be allowed to continue during the pleasure of the governors, and while they behave properly.

II. Should any of the boys or girls be absent from school without a proper cause, and without the master's leave, they shall for the first offence, be admonished by the master; for the second offence, they shall be sent home, and the case reported to the committee of governors, whose consent must be obtained before they can return to the school; and for the third offence, they shall be expelled, and their places immediately filled up.

III. Personal cleanliness on the part of the children is at all times indispensable, and unless this regulation be strictly observed, the teacher will find it necessary to send the offenders home.

IV. Hours of attendance, precisely from 9 to 12 and 1 to 3 o'clock. Saturdays 9 to 12. Infant schools, 10 to 12 and 1 to 3. Saturdays 10 to 12 o'clock.

V. The school privileges shall cease when the parents or guardians remove beyond the royalty. All transfers from the infant schools are subject to this regulation, and each petition will be reconsidered before any transfer is made.

\*.\* This petition is to be returned as soon as possible to Mr. Luke, treasurer of the Hospital, 11, Royal Exchange.

Treasurer's Chambers, 11, Royal Exchange,

1847.

The governors of George Heriot's Hospital have agreed to admit to the benefits of the George Heriot's Hospital School in \_\_\_\_\_ on \_\_\_\_\_ first, the \_\_\_\_\_ instant, at 10 o'clock.

It is requested that the children present themselves punctually at the hour specified, and that this intimation be produced on entering the school room.

The annexed copy of regulations to be cut off and kept for the guidance of parents and children.

ADAM LUKE, *Treasurer.*

Notwithstanding the anxiety of the governors to limit the extension of the benefit of these seminaries to such parties as seem from the answers which they give to the above questions, properly to belong to the class of "poor citizens," it appears from certain inquiries made, from time to time, by the active and zealous treasurer of the hospital, that several parents, in circumstances to maintain and educate their children, have sought and obtained for them admission into these schools. The children, in such cases, are dismissed. It is a most gratifying circumstance, and indicates the wisdom of the regulations adopted by the governors, and the attention which is given to their rigid enforcement, that, while several small and ill-conducted adventure schools have been annihilated, and the teachers compelled either to seek other spheres of professional labour, or to betake themselves to other employments, the attendance at all our best primary schools for the poor, in which small fees are exacted, has rather increased than

diminished. It would be rash to infer from this fact alone that these schools have produced a desire, among the poorer classes, for a higher and more extensive course of instruction for their children. But even were the change limited to the substitution of the Heriot's Schools for the small adventure schools, and the transference of the pupils from the latter to the former, the improvement effected is not slight, and its results such as must be incalculably important.

But there is some reason to suppose, that the stir in the public mind regarding the importance of education, has been such as to reach and affect classes of the population who, not long ago, were altogether unconvinced of its value, if not ignorant of its very nature. The improvements effected recently in the methods and processes of instruction, by rendering the school-room a place of delightful as well as profitable exercise, and by inspiring the pupils with an ardent love of knowledge, must have had their influence in begetting in the minds of the parents a more enlightened and intelligent, as well as a livelier interest, in the education of their children. They must see that the school-room, which is remembered by them chiefly as a place of confinement and drudgery, is associated, in the minds of their children, with much that is delightful. And it is impossible not to believe that this interest will be communicated from one circle to another, until it pervade the whole mass of our population. All the arrangements of the governors are such as to favour and facilitate the spread of such a feeling. Books, slates, paper, &c., are supplied by them. These the pupils are not permitted to take home, but, such is the anxiety of many of them to prepare the lessons assigned by the master, that they procure copies of the text-books for their own use. In addition to all this, one-third part of the cast clothes of the 180 boys, boarded and educated in the hospital, are given to the teachers of the "out-door" schools, as they are called, to be distributed among those of the pupils who are meanly or thinly clad. To this the regular attendance of many during the winter is to be attributed. Without this supply of clothes they would during that season be confined to the house.

These are the leading features of the external constitution and organization of these schools. The pupils are the children of the poor; the instruction is gratuitous; books and all other school apparatus are supplied by the governors. And those pupils who are meanly or thinly clad are provided with comfortable and warm clothing. Personal cleanliness and the greatest punctuality and regularity of attendance are rigidly enforced.

The superintendence of these schools is of the most complete and stringent kind. They are always open to the public. They are frequently visited by those interested in the elevation and amelioration of the condition of the poorer classes. Strangers are attracted towards them by the accounts which they hear of the



immense good they are accomplishing, and the wonderful change which they promise to effect upon our poor population. Every one projecting the institution of schools for the poor, in Edinburgh or the surrounding country, looks to them as the best models. In addition to this general but very effective superintendence, the governors appoint two of their body—one layman and one clergyman—once a fortnight to visit the schools, and to record in a book, provided for the purpose, their opinion of their condition. But by far the most important part of this superintendence remains to be mentioned. The House-Governor of the hospital is also inspector of Heriot's Schools, and is held in some degree responsible for their efficiency. This gentleman visits them weekly, and from his general intelligence, his enlightened views on education, his knowledge of the various systems pursued in different countries, and particularly of the condition and character of the schools in Holland, in which country he resided for several years, and the deep interest he takes in the general subject of the education of the poor, his visits cannot fail to be productive of the best effect both upon the teachers and the pupils. Upon the whole, it is not too much to say, that these schools form by far the most valuable elementary educational machinery existing in this country. The course of instruction is extensive, and based upon the soundest principles. The teachers are thoroughly qualified to conduct it with efficiency, and are admirably supported by the instrumentality of apprentice teachers. The superintendence is, without partaking in the slightest degree of severity, effective, constant in operation, and succeeds in maintaining the whole in harmonious and most vigorous working order.

#### *Internal Arrangements and Organization.*

1. The internal organization, and the means employed to maintain it in efficiency and vigour, next demand attention. In order to give a full view of these I shall describe, first, the species and extent of instruction communicated in the schools; second, the instrumentality provided to secure that these instructions be ably, skilfully, and conscientiously given; third, the mode in which this instrumentality is applied, and the means employed to keep it in constant and vigorous operation.

(1.) The instructions imparted are similar both in kind and extent to those communicated in our best elementary schools. In the juvenile schools, the branches taught are reading, writing, arithmetic, English grammar, geography, book-keeping, linear drawing, and singing. To each of these schools is attached an industrial department, conducted by a thoroughly qualified schoolmistress, in which all the girls receive daily an hour's instruction and practice in sewing, knitting, and all kinds of fancy needle-work. The schoolmistress receives her pupils in draughts of fifty at a time, so that she can carefully superintend each child's pro-

gress, and direct with the utmost minuteness and care all their operations. While the pupils are busy plying their needles, they are also encouraged to vary and enliven all the exercises of this department, by singing the various pieces of music which they have been taught in the juvenile class room. These lessons in singing are given by a master, who devotes one hour weekly to each school. While the extent and accuracy of the pupils' acquaintance with the various branches enumerated above, are such as to testify the skill and industry with which these instructions are given, the feature which most distinguishes these schools is the degree of attention bestowed upon the moral and religious instruction. To this branch each teacher devotes nearly an hour daily. During this period the text-books used are the Bible and Shorter Catechism. In addition to this direct religious instruction, the children have throughout the course of each day their attention drawn to such passages in their secular lessons as tend to illustrate any statement occurring in their Bible lessons, and thus these two lines of instruction are made to bear upon and illustrate each other.

In the infant schools, while special attention is given to moral and religious training, a considerable amount of interesting and useful knowledge is communicated. Particular care is taken to develop, exercise, and strengthen the perceptive and observing faculties of the pupils, and to train them to such habits of regularity and attention as form the best preparatives for profiting to the fullest extent by the instructions of the teachers of the juvenile schools.

(2.) The remuneration of the teachers is such as to secure the services of highly qualified men. The governors, knowing that the excellence of every school depends upon the character and ability of the teacher, and aware that without sufficient *pecuniary* inducement men possessing the requisite amount of attainment and experience would not offer themselves as candidates for the situations, fixed the salaries of the masters of the juvenile schools at £40L per annum. This is considerably above the average income of our parochial teachers, and hence it is found that these situations are regarded as the most lucrative and desirable appointments open to the teachers of elementary promiscuous schools. To prevent the possibility of the amount of salary diminishing the zeal and activity of the teachers, the full salary is granted, only when the complement of pupils is maintained, and the appointments are held at the pleasure of the governors.

The first requisite to the efficient conduct of these schools being secured by the appointment of good teachers, the governors, having found it necessary to admit to each of the schools 300 children, and convinced that the usual machinery of the monitorial system was inadequate to maintain the schools in the order and condition at which they aimed, supplied each teacher with four young assist-

ants, under the name of apprentice teachers. These assistants were at first chosen from among the monitors and advanced pupils in our previously-existing well-conducted primary schools, and were selected on account of the proficiency which they had made in their own studies, and particularly the promise they gave of becoming good teachers by the skill in the management of children, and the aptitude in teaching them, which they had manifested in the capacity of monitors. These apprentices are now, for the most part, chosen from among those boys, educated in the hospital, who have given indications of talents likely to fit them to become able instructors. These lads receive in the hospital a good English, commercial, mathematical, and classical education. They are bound to act in the capacity of apprentice teachers for three years. During the first year the apprentice-teachers receive 3*s.* 6*d.*, per week; during the second, 4*s.* 6*d.*; and during the third, 6*s.* Those of them who are selected from among the boys educated in the hospital are bound for five years, and receive, in addition to their weekly pay, the sum of 10*l.* annually. With such instrumentality, the head master does not find it necessary to depend much upon the monitorial system. The whole school is divided into five sections. Each of the four junior sections is taught by an apprentice, while the master is enabled to conduct, without distraction, the business of the senior division. The progress and studies of the whole school are constantly under his superintendence, and all the pupils are daily examined by him. Although the introduction of the system of apprentice-teachers (by providing a set of young assistants, to whom, from the extent of their acquirements and the care and attention given to prepare them for an efficient discharge of their duties, the instruction of the younger sections may be safely committed,) has superseded, to a great degree, the use of the monitorial system, yet it has been found expedient to have recourse to the following modification of it in conducting the business of the different sections. Each section consists of several divisions. The apprentice-teacher, at stated intervals, entrusts each of these divisions to a monitor, whose business it is to prepare the pupils committed to his charge, on the lessons prescribed as the business of the whole section, and which are to be reheard either by the apprentice-teachers, or by the head master.

In order to qualify these young teachers to discharge with skill their various duties, they all meet for an hour in the evening, during which they receive lessons in the higher and more advanced branches of instruction. These instructions are communicated by the various masters; one conducting their studies in English and English grammar; another in Latin, Greek, and etymology; another in arithmetic, algebra, and mathematics; another in geography and French; and another in history and penmanship.

In this way these young teachers not only enjoy daily oppor-

tunities of witnessing in operation and practising the best and most recent methods of instruction, but they are also furnished with the means of acquiring all the information requisite to enable them to conduct the several processes in the most intelligent and effective manner. They are made both good scholars and admirable teachers.

(3.) In the preceding paragraphs, I have given a very general sketch of the internal arrangements, and organization of these schools. During the short period which I had to devote to the examination of each, I found it impossible so to master all the details of arrangement as to be enabled to give a clear and accurate view of them. There are so many peculiarities in their organization, and the results of its application are so important, that I felt most anxious to embody in this Report a comprehensive and thoroughly trustworthy representation of it. At my request, one of the teachers most kindly drew out the following detailed account of the manner in which his own school is conducted, and although the arrangements may seem somewhat complicated, in operation they are most harmonious and efficient. The arrangements in each school are *not precisely the same*, but the following sketch may safely be considered, not only as a delineation of the general features of the organization of all, but as the type of the system followed by the teachers in the regulation of the labours of their assistants, and in the distribution of their own. And here it is of importance to notice the regulation of the governors, by which it is ordered that pupils shall be admitted only at two periods of the year. This affords to the teacher facilities in the careful and regular classification of his pupils. The master is thus enabled to assign to the entrants, their place in the school, without disturbing the operation of his previously-formed scheme of classification. In most schools, pupils are received at all times, and it is obvious how much annoyance and distraction the reception of beginners at different periods of the school-session must cause to the teacher.

*Sketch of the internal Arrangements and Organization of the School situated in the Old Assembly Close, and conducted by Mr. James Agnew.*

"In writing the following statement, it is not to be expected that I can detail with the utmost minuteness the *res gestæ* of every day, as from the numbers in attendance at the school, a variety of incidents naturally occur, which prevent the teacher from rigidly adhering to any set plan or arrangement, but the subjoined may be regarded as a general view of each day's transactions during the week. I may mention at the outset, that there are eight classes in the school. The lowest class consists of the new entrants, and is principally composed of children transferred from the infant school in connexion with my own and my colleague, Mr. Crosbie's. Most of these can say the alphabet when admitted, a few excepted, who have not been at any school pre-

viously. The seventh class consists of two sections, one reading the fourpenny book, and the other Dr. Thomson's Part II. The sixth class, read Dr. Thomson's Part II. The fifth class read the Testament and Dr. Thomson's Part III., and in addition repeat a verse of a psalm or paraphrase, or a question each alternate day. The fourth class also read the same books, and in addition are taught writing, arithmetic, and geography. The third class read Dr. Thomson's Part IV. and the Testament, and get all the other branches mentioned in the fourth class. The second class read Dr. Thomson's Collection and the Bible, and are moreover taught grammar. The highest class read the Irish Fifth book, and are taught the other branches mentioned in the second class.

"Having given a general sketch of the different classes, and the several branches of instruction received by them, I will detail more minutely the work done by each class in the course of the day, and other particulars bearing directly upon that point.

"The teaching is conducted by myself and four assistants, two male, viz. Archibald Thomson, and Frederick Souter, and two female, Alison Watson and Barbara McLean. There is also a sewing mistress, Miss J. Cleghorn, attached to the school, who receives a new section of girls every hour.

The school opens in the morning at nine o'clock, with the four highest classes, which may include 160 scholars. These are divided into six classes; two of which are conducted by one of the assistants, whilst the other assistants and myself have each a class. These classes are in various grades of advancement, from mere beginners to my own highest class, who are working sums in Proportion, &c. During this hour the seventh and eighth classes of girls are sewing.

"At ten o'clock the bell is rung and the *whole school* assembled. The business is begun with praise and prayer. The first and second classes immediately begin to write, and are superintended by myself and two assistants; A—T— taking the boys, and B—M'L— the girls, whilst I superintend both. During this hour (from ten to eleven) the sixth and seventh classes of girls are sewing. F—S— is examining the fourth and fifth classes in their Testament lesson, and A—W— the third class in the same way. The other classes are preparing their lessons, during this time, till the half hour, when the writing is finished. The two writing classes then leave their copies and take their places in their respective reading classes. I take the second class, F—S— the boys of the sixth class, A—T— the eighth class, B—M'L— the seventh class of boys, and A—W— continues with the third class, commencing their geography lesson, at the half hour, and continuing till eleven. In the mean time the highest class are preparing their Bible lesson. I hear the second class their grammar lesson till a quarter to eleven, and immediately proceed to the highest class. A—T— takes my place in the second class, hearing them their tasks and their Bible lesson.

"I will subjoin in a tabular form the business of this hour.—(See table next page.)

"At eleven o'clock the girls in the fourth and fifth classes take the place, in the sewing room, of the sixth and seventh. I then leave the highest class, and hear the third class their Testament lesson. The

1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class. Girls sewing.	
10 to $\frac{1}{2}$ past, Writing.	10 to $\frac{1}{2}$ hour, Writing.		10 to $\frac{1}{2}$ hour, Testament and Tasks.		10 to $\frac{1}{2}$ hour, Preparing.	The other classes are employed in the same manner as the sixth. Till the half hour preparing; next quarter examined, and again preparing lesson till 11.
$\frac{1}{2}$ past to $\frac{1}{2}$ to 11, Preparing.	Till $\frac{1}{2}$ , Grammar.	10 to $\frac{1}{2}$ hour, Testament, and Tasks.	Till $\frac{1}{2}$ to 11, $\frac{1}{2}$ Preparing.		Reading and Spelling.	
Till 11, Bible and Tasks.	Till 11, $\frac{1}{2}$ Bible and Tasks.	Till 11, Geography.	Till 11, Continuation of Testament Lesson.		Till 11, Preparing.	

first and second classes get their respective collections, and prepare the scope and spelling of their lessons. F—S— hears the sixth class, A—T— the senior section of the seventh, B—M'L— the eighth, and A—W— the junior section of the seventh. Thus all those classes that were preparing their lessons from a quarter to eleven till eleven are now being examined. About twenty minutes past eleven, I hear the fourth and fifth classes of boys joined together, till the half hour. A—T— meanwhile taking the second class, F—S— continuing, and B—M'L— exchanging with A—W—. The third class have laid aside their Testaments, and got their lesson-book. At the half hour I go to the highest class, and examine them on the spelling and scope of their lesson, and hear them repeat their grammar lesson. I am thus occupied till twelve. A—T— leaves the second class at twenty minutes to twelve, goes back to the senior seventh, whilst F—S— takes the third class, and the two girls go to the fourth and fifth.

“I will likewise present in a tabular form the proceedings of this hour:—

1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.	7th Class.	8th Class.
From 11 to $\frac{1}{2}$ hour, Preparing.	From 11 till 20 minutes past, Preparing.	From 11 till 20 minutes past, Testament Lesson.	From 12 till 20 minutes past, Preparing.		Till $\frac{1}{2}$ hour, Examined on Reading and Spelling.	First 20 minutes, Examined.	First $\frac{1}{2}$ hour, Examined.
			Till $\frac{1}{2}$ hour, Testament Lesson.				
			Till 20 minutes to 12, Preparing.		Till 20 minutes, Preparing.	Next 20, Prepare.	Next $\frac{1}{2}$ , Prepare.
Till 12, Examined in Spelling, scope of Lesson and Grammar.	Till 20 minutes to 12, on Spelling, scope of Lesson and meaning of Words.	Till 20 minutes to 12, Preparing.  Till 12, Then Part IV. Lesson.			Till 12, Revise Lesson.	Till the hour, Examined.	Till 12, Examined.

“The school is then dismissed; they re-assemble at one. The second and third classes of girls are in the sewing room. The boys in these classes are engaged this hour in writing down the more difficult words in their lessons, and appending to them their definitions. The highest class are preparing their geography lesson. I examine the sixth class on their forenoon lesson till twenty minutes past one. A—T— has the fourth, F—S— the fifth, B—M'L— and A—W— have the senior and junior seventh. Two boys from the highest class have the eighth. I then go to the highest class, and continue till ten minutes

to two. The two boys carry on till the half hour, and the two girls take the eighth class between them. At the half hour F— S— takes the sixth class, A— T— the senior seventh. At the quarter those classes that have been preparing from the half hour, viz. the fourth and fifth and senior and junior seventh are heard their spelling by the assistants who left them and revise their lessons. At two the first class of girls go into the sewing room. The second class get their geography lesson till the half hour. I examine next the fourth class; then the fifth; then the third; then the second. The school is now dismissed, after singing two verses, and repeating the Lord's prayer simultaneously. I think that enough has been shown in the preceding tables, to point out the mode of carrying on the business of each hour, and I shall subjoin another table that this hour's work may also be seen :—

1st. Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class	7th Class.	8th Class.
Writing down the large words in their Lesson, and appending the definitions of the same.	First half hour, Geography with Apprentice.	First half hour, Examined on their Lessons by an Apprentice.	First $\frac{1}{4}$ , Examined by myself on Lessons.	First $\frac{1}{4}$ , Prepare.	These three Classes are alternately every quarter of an hour in their seats preparing their Lessons, or being examined on what they have been learning.		
			Next $\frac{1}{4}$ , Prepare.	Next $\frac{1}{4}$ , Examined by myself.			
	Second half hour, one quarter examined by an Apprentice; the other quarter by myself.	From $\frac{1}{4}$ past 2 to $\frac{1}{4}$ to 3, Examined by myself.	Next $\frac{1}{4}$ , Spelling and Lessons by Apprentice.	Next $\frac{1}{4}$ , Prepare.			
Girls sewing.		Next $\frac{1}{4}$ , Prepare.	Prepare till 3.	Till the hour, Examined by Apprentice.			

“ At three o'clock all the school is dismissed, except the first four classes. I examine the highest class during the whole hour. A— T— and B— M— L— take the second into another room. The former has the charge of the boys, and the latter of the girls. These two classes are engaged the whole hour in reading, giving the definition and derivation of words, and parsing. The third and fourth classes are writing, the boys under the superintendence of F— S—, and the girls of A— W—. At the half hour F— S— hears the fourth class (boys and girls) their geography, and A— W— examines the third class on their lesson.

“ The above is pretty nearly the course that I adopt, except on Wednesday, when the children are taught singing by Mr. Henderson from nine to ten. There is no writing on that day, and a little more time is devoted to the religious instruction. In the afternoon of Friday I examine the geographical classes on their week's lessons, the assistants doing my work whilst I am examining theirs. You will see, from what I have already said, that I make it a point to examine each class in my school in the course of the day, and this has not only the effect of stimulating the scholars, but of stirring up the assistants to an active discharge of their duties. The assistants exchange every month, so that those who this month have the morning writing classes, will next month have the afternoon ones and *vice versâ*. The whole of the time on Saturday is devoted to religious instruction, revising the psalms and

questions that have been learned through the week, and explaining and enforcing more fully the practical lessons contained in them. I may further state, that I have been in the habit, on the mornings of Wednesday and Friday, of forming into one class all who can read the Testament, and taking either one of the parables or miracles of our Lord, as the subject of illustration. In this exercise I am never engaged more than half an hour. My plan is this: on Wednesday I cause a few out of each class to read verse about, once or twice, and then explain the whole to the best of my ability; and on Friday, I ascertain by examination how many have remembered the explanations given."

(Signed) JAMES AGNEW.

#### STATE OF INSTRUCTION IN THESE SCHOOLS.

For the purpose of giving an accurate notion of the *state of instruction* in these schools I insert here an account of the examination of that situated at Heriot's Bridge, Grassmarket. At the time of my visit, it was conducted by Mr. George Anderson.\* My selection of this school for so particular a description, has not been made, because it appeared to me better taught than the others, but because it has been longer in operation than any of them, and therefore affords a better criterion by which to judge, both of the extent to which the education of the pupils in these seminaries may be carried, and of the value of the course of instruction provided. There were present on the day of inspection 260 pupils. They were divided into eight classes, and were seated on forms, arranged on the floor, according to the plan recommended by Dr. Bell. The school opens at 9 A.M., and the business is begun with praise and prayer. The whole school are then occupied in receiving religious instruction. The text books used in conducting this branch, are the Bible and Shorter Catechism. This department of instruction was admirably conducted. The explanatory method was applied with great skill to each of the exercises. The more difficult terms, occurring in any of the lessons, were first clearly explained, and then the substance carefully and minutely analyzed. The whole was afterwards familiarly and interestingly illustrated. The success with which these exercises had been performed, appeared in the confidence with which the children bore themselves, when subjected to a most minute examination on the signification of difficult theological terms, and especially on the purport and relative bearing of each of the statements contained in their catechisms. They also cited, with great readiness and accuracy, passages of Scripture in proof of the various doctrines inculcated in their catechism. They had been taught and enabled to appeal to the "law and to the testimony," for evidence that each statement in the human compilation

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\* This gentleman has since been appointed Rector of the Western Academy, Aberdeen.



was based upon express affirmations contained in the Divine record.

The religious instructions of those who were unable to read the Bible, or to commit the catechism to memory, were given orally, and consisted in the narration of the more important and interesting incidents related in the Old Testament, and of the leading events in the lives of our Saviour and his disciples. The more simple of his parables were read and explained to them; accounts were also given of his various miracles. These instructions were communicated in simple and familiar language; various expedients were employed to excite the interest and to sustain the attention of the young pupils, and the results were of the most pleasing and satisfactory nature. The youngest of these children were far better acquainted with Scripture history than the oldest and most advanced in several of the parochial schools of which I have had occasion to speak in former reports.

*Reading.*—The instructions in this branch began at ten o'clock. The pupils were then arranged in eight classes. The text books used were the series compiled by Dr. Andrew Thomson, together with No. V. of the *Books* compiled for the Irish national schools. It would occupy too much space to describe minutely the business of each class. From the progress made by the higher division of the school, a pretty accurate notion may be formed of the manner in which the studies of the junior pupils were conducted. Before detailing the business of the two highest classes, it is proper to say that the explanatory method was applied to the junior as well as the senior division of the school, that the *intellectual* system, as it has been called, was applied to all the branches of instruction, and that numerous expedients were adopted and in constant operation to sustain the attention, and to stimulate the exertions of all the pupils.

The seventh or second highest class, consisted of fifty pupils—29 girls and 21 boys—whose ages varied from nine to eleven. They read from Dr. Thomson's Collection; the reading was remarkably good, <sup>for</sup> as correct, slow, distinct, and intelligent. The examination on the various passages read was conducted in the best manner. The derivations of the more difficult words were first given, their *primary* signification was then traced, and their various secondary meanings examined and accounted for. The next process was to give the various words derived from the original root. When these exercises had been performed, the lesson was analyzed and explained. This was done by taking sentence by sentence, by demanding from the pupils the various affirmations in each, by teaching them to recognize the subject, copula, and predicate in these affirmations, and to apply to each of these parts their modifying words or clauses. The pupils having been made to clearly apprehend the various terms, the purport and bearing of each clause having been illustrated and ex-

plained, and the information intended to be conveyed by the whole sentence having been lodged in the minds of the pupils, the same processes were applied to the following sentence, until the whole lesson had been minutely analyzed. The spelling also was good.

They had committed to memory the whole of the Shorter Catechism, with proofs, and from what has been said under the head religious instruction, it may be seen what amount of intellectual training and of proficiency in Scriptural knowledge this involves.

*Grammar.*—They had made considerable progress in this branch. They thoroughly apprehended the *nature* of the various parts of speech, and parsed several sentences in their reading lessons with great accuracy and minuteness.

*Geography.*—In geography they had not made much progress; they understood its principles, were well acquainted with the nature of a map, and had a general knowledge of the four quarters of the globe. The only maps which they had minutely studied were those of England, Scotland, and Ireland, and their knowledge of these was not confined to the mere political divisions. They had been made acquainted with the general physical features of each, and care had been taken to fix in their minds the names and situations of those places remarkable as the scenes of important historical events—the birth-places of great men, the scenes of great battles, &c.

*Arithmetic.*—In arithmetic their progress was very limited. They had not gone beyond Simple Division. But the principles of the various rules had been carefully explained, and they worked with great facility and accuracy sums in those rules which had been studied.

The highest class, consisting of seventy pupils, whose ages varied from eleven to thirteen, were studying the same branches as the second class. These studies were conducted on the same principles. The same methods were in operation, and the only difference in their application consisted in the fuller development given to the various processes, and the wider range of information and greater variety of illustration which was brought to bear upon the lessons, and which the previous training of the pupils and their consequent higher degree of mental culture both justified and demanded. The reading of this class was remarkably good. It had all the characteristics of that of the pupils in the second class; but it was not only distinct, correct, and intelligent, it was also elegant. The spelling was good. They wrote to dictation, with great correctness and facility. They parsed, with the utmost minuteness, difficult passages both in prose and verse. Their geographical knowledge was both extensive and accurate. In arithmetic they had made considerable progress. Every step had been taken intelligently. The principles of the various rules, and the reasons of the various processes, were well understood

The senior division of the class had gone through a complete course of arithmetic. They had also made some progress in their musical studies. They were taught to sing *by note*. Linear drawing also had, to a certain extent, been cultivated. The girls, in addition to these instructions, were receiving an excellent industrial training. They were taught sewing, knitting, and all kinds of fancy needlework. And what was more gratifying than all, their knowledge of Scripture, the admirable manner in which they explained and analyzed the various questions in the Catechism, the promptitude with which they adduced texts in proof of the various doctrines there inculcated, and the fine *tone* with which these instructions had imbued their minds, deserve to be mentioned as the leading characteristics of this school, in which, from what has been said, it will appear there was so much that was excellent and worthy of very high praise.

The school-buildings are of the very best description,—substantial, commodious, well lighted, heated, and ventilated. They are well supplied with forms, desks, black boards, maps and all necessary apparatus. They are provided with urinaries and water-closets, and are situated in the immediate neighbourhood of the poorest classes of the population. It was found impossible to procure in these densely-peopled localities vacant spaces of such extent as to afford play-grounds. The Infant School in the Old Assembly Close is the only one of these seminaries which has the advantage of this instrument of education.\*

It is the purpose of the Governors to increase the number of these seminaries whenever the state of the school fund is such as to justify them in doing so. They have already purchased *three* additional sites:—viz. 1. Part of the Old Physic Gardens, adjoin-

\* The following is extracted from the Abstract of Accounts of George Heriot's Hospital for the year ending at 31st December, 1841; and shows the amount expended on the existing schools, and the present state of the school fund.

" DETAILED ABSTRACT of the SCHOOL FUND at 31st December, 1841; with the Probable State of the Account at 31st December, 1845, 1848, and 1851:—

	£.	s.	d.		£.	s.	d.
To expenditure for 1837	1,570	10	11	By surplus 1836	2,983	3	10 1/2
„ for 1838	1,503	5	8	„ 1837	3,099	9	9 7/8
„ for 1839	6,061	9	2 3/4	„ 1838	2,205	7	8 1/2
„ for 1840	8,011	0	0	„ 1839	2,885	13	3 1/2
„ for 1841	3,088	7	5 9/16	„ 1840	3,355	1	2 11/16
				„ 1841	2,640	0	2 9/16
				Balance due by schools	3,065	17	2
	£20,234	13	3		£20,234	13	3

" There has been expended on the schools, since the period of their commencement, the sum of 20,234*l.* 13*s.* 3*d.* The surplus revenue from the year 1836 (the period from which it was to be made available for school purposes) to the 31st December, 1841, inclusive, amounts to 17,168*l.* 16*s.* 1*d.*; thus leaving a balance against the school fund of 3,065*l.* 17*s.* 2*d.*, as above.

The following is extracted from the Abstract of Accounts for 1842, and shows the annual expense of maintaining these schools and the various items of expenditure:—

[DISBURSEMENTS

ing the Trinity Hospital; 2. An area in Rose-street; and 3. A house in Society: and their architect has made considerable pro-

DISBURSEMENTS for NEW SCHOOLS.

*Heriot's Bridge School.*

	£.	s.	d.	£.	s.	d.
George Anderson, teacher, one year's salary . . . . .	140	0	0			
Miss M. Bartley, ditto ditto . . . . .	45	0	0			
Apprentices . . . . .	30	12	0			
Widow Moon, cleaner . . . . .	21	4	0			
Gas, 3 <i>l.</i> 17 <i>s.</i> 9 <i>d.</i> ; coals, 4 <i>l.</i> 15 <i>s.</i> 3 <i>d.</i> . . . . .	8	13	0			
	<hr/>			245	9	0

*Courgate Port.*

T. G. Bothwell, teacher, one year's salary . . . . .	140	0	0			
A. Miller, assistant . . . . .	37	2	4			
Miss E. Brown. . . . .	45	0	0			
Apprentices . . . . .	41	18	1			
Widow Proudfoot, cleaner . . . . .	18	4	0			
Gas, 5 <i>l.</i> 17 <i>s.</i> 1 <i>d.</i> ; coals, 9 <i>l.</i> 8 <i>s.</i> 9 <i>d.</i> . . . . .	15	5	10			
	<hr/>			297	10	3

*High School Yards.*

J. Ritchie, teacher, one year's salary . . . . .	140	0	0			
Miss L. Hunter . . . . .	45	0	0			
Apprentices . . . . .	33	19	4			
Widow Marion Henderson, cleaner . . . . .	21	4	0			
Gas, 2 <i>l.</i> 0 <i>s.</i> 7 <i>d.</i> ; coals, 5 <i>l.</i> 14 <i>s.</i> 4½ <i>d.</i> . . . . .	7	11	11½			
Few duty . . . . .	2	2	0			
	<hr/>			250	0	3½

*Old Assembly Close.*

James Agnew, teacher, one year's salary . . . . .	140	0	0			
Miss J. Cleghorn . . . . .	45	0	0			
Apprentices . . . . .	36	1	0			
J. Wilson, cleaner . . . . .	21	4	0			
Gas, 5 <i>l.</i> 3 <i>s.</i> 8 <i>d.</i> ; coals, 6 <i>l.</i> 4 <i>s.</i> 7½ <i>d.</i> . . . . .	11	8	3½			
	<hr/>			253	13	3½

*Borthwick's Close.*

John Crosbie, teacher, one year's salary . . . . .	140	0	0			
Miss M. Urquhart . . . . .	45	0	0			
Apprentices . . . . .	39	2	6			
Widow Kelly, cleaner . . . . .	18	4	0			
Gas, 7 <i>l.</i> 4 <i>s.</i> 6 <i>d.</i> ; coals, 6 <i>l.</i> 16 <i>s.</i> 6 <i>d.</i> . . . . .	14	1	0			
Ground-rent, part of premises . . . . .	2	10	0			
	<hr/>			258	17	6

*High School Yards.—Infants.*

Miss H. Mc'Lagan, one year's salary . . . . .	45	0	0			
Miss J. Henderson, ditto . . . . .	15	0	0			
Widow H. Henderson, cleaner . . . . .	21	4	0			
Gas, 1 <i>l.</i> 1 <i>d.</i> ; coals, 4 <i>l.</i> 3 <i>s.</i> 3 <i>d.</i> . . . . .	4	4	4			
	<hr/>			85	8	4

*Old Assembly Close.—Infants.*

Miss J. Carmichael, teacher, one year's salary . . . . .	45	0	0			
Miss M. Proudfoot, assistant . . . . .	15	0	0			
M. Duncanson, cleaner . . . . .	21	4	0			
Gas, 1 <i>l.</i> 2 <i>s.</i> 1 <i>d.</i> ; coals, 5 <i>l.</i> 8 <i>s.</i> 9 <i>d.</i> . . . . .	6	10	10			
	<hr/>			87	14	10
	[ General					

gress in the preparation of the necessary plans and specifications. These three schools are estimated to cost—

1. Physic Gardens, comprehending a Juvenile and Infant School . .	£4,000 .
2. Rose Street School, of same description . . . . .	2,700
3. Society School, Brown Square, altering and fitting-up present building, say . . . . .	500
	<u>£7,200</u>

It appears from the Note below, 1st, that “funds will arise for defraying the expense of the Physic Garden Schools at 31st December, 1847; of the Rose Street Schools at 31st December, 1851; and of the Society Schools at 31st December, 1851:” and 2nd, “that unless the revenue of the Hospital is to increase, the maintenance of the present, and those three contemplated new schools, will exhaust the present revenue, and put it out of the power of the Governors to found and erect more schools.”\*

*General Account for Schools.*

Books and stationery . . . . .	109	15	5
Money and book prizes . . . . .	19	2	4
R. Henderson, teacher of Music . . . . .	30	0	0
R. Slater and Son, for stamps and balls . . . . .	6	5	0
Keeping clocks to time . . . . .	4	5	0
Water duty . . . . .	5	5	0
Few duty, property in Rose-street . . . . .	3	6	10 <sup>1</sup> / <sub>2</sub>
Ditto, house in Society . . . . .	4	6	11
M'Ritchie, Bayley, and Henderson, for law business . . . . .	9	8	9
Painter's work, 12l. 14s. 8d.; plasterer, 2l. 6s. 1 <sup>1</sup> / <sub>2</sub> d. . . . .	15	0	9 <sup>1</sup> / <sub>2</sub>
Printing, 1l. 9s.; plumber-work, 7l. 4s. . . . .	8	13	0
Smith-work, 2l. 17s.; brass-founder, 14l. 6s. 2d. . . . .	17	3	2
Sewing materials, &c., for schools . . . . .	17	8	7
Sundry small payments . . . . .	0	17	2
		250	18 0

Total disbursements for schools . . . . . £1,729 11 6

\* Extract from Report of the Clerk of George Heriot's Hospital, in regard to the Hospital Schools:—

	£.	s.	d.
“The School fund, for the erection and maintenance of the existing schools, and purchase of sites for the others, was in debt, at 31st December, 1842 . . . . .	1,781	11	1 <sup>1</sup> / <sub>2</sub>
But which will probably be reduced at 31st December, 1843, from the surplus of this year, by . . . . .	1,084	11	1 <sup>1</sup> / <sub>2</sub>
Leaving at 31st December, 1843, of debt . . . . .	700	0	0
The surplus at 31st December, 1844, of—say . . . . .	1,100	0	0
Will pay off the debt, and leave on hand . . . . .	400	0	0
The same surplus of 1,100l. a-year would, in three years, or at 31st December, 1847, amount to . . . . .	3,300	0	0
And added to the balance at 31st December, 1844, gives . . . . .	3,700	0	0
Which would about meet the erection of the Physic Garden Schools. The maintenance of these Schools would then encroach upon the surplus by, say 350l., leaving applicable to future Schools only 750l. This surplus in four years, viz. at 31st December, 1851, would give . . . . .	3,000	0	0

[When

I cannot pass from the consideration of these schools without mentioning, that it is chiefly to Mr. Duncan M'Laren, of this city, that the inhabitants are indebted for these invaluable institutions. By him was the suggestion first made that the surplus income of the hospital should be devoted to such an object. To his enlightened interest in the elevation and amelioration of the condition of the poor, and to his zeal, activity, and sagacity in conducting the negotiations and arrangements, necessary to the completion and establishment of the scheme which he had originated, is the promptitude in carrying the suggestion into effect principally to be ascribed. The accomplishment of such a measure of philanthropy may well be to him a subject of self-gratulation, and secure for its author the warmest gratitude of every one interested in the moral and religious welfare of the population.

### *Dr. Bell's Schools.*

The late Dr. Andrew Bell bequeathed to the city of Edinburgh 10,000*l* *Stock*, "for the founding or maintaining of a school or schools in the city of Edinburgh, for the instruction of children, whether male or female, or both, in the ordinary branches of education." The actual produce of this sum was 8,261*l*. 14*s*. 2*d*., and, from this fund, the two Bell Schools were built and are maintained. They are both situated in very poor districts of the town—the one in Niddry-street, the other in Greenside, and are under the control and superintendence of the Lord Provost, Magistrates, and Town Council.

In several important respects these schools are inferior to those on the Heriot foundation. The salaries of the teachers are small—40*l*. per annum—and the amount of their income depends, in a great measure, upon the fees which are exacted from the children. These fees are twopence and threepence weekly. There is no industrial department connected with them. No special instructions in singing are given to the pupils. No libraries are attached to the schools, and the superintendence is neither so constant nor so responsible.

The species and extent of instruction are, with the exceptions already made, the same. The teachers are provided with apprentices. Books and all other apparatus are supplied by the patrons, and the condition of the schools in order and efficiency is quite equal to that of their better endowed and more highly favoured neighbours.

When the Rose Street School might be erected, but which again	£.	s.	d.
would reduce the future surplus by 350 <i>l</i> ., and leave only			
400 <i>l</i> . a-year. This 400 <i>l</i> . a-year would, in three years, or at			
31st December, 1854, give . . . . .		1,200	0 0

which would enable the buildings in the Society to be converted into Schools, and unless the revenue of the hospital is to increase, the maintenance of the present, and those three contemplated new schools would exhaust all the present revenue, and put it out of the power of the Governors to found and erect more schools."

There is only one other school in which the system of apprentice teachers has been introduced, and which deserves to be classed with the Heriot and Bell Schools in the order of its arrangements and the excellence of its entire organization. This is the Local Day School Institution, Young-street. The pupils in this seminary are chiefly the children of respectable tradesmen. The fees are considerably higher than those exacted in the Bell Schools (the average being four shillings per quarter), and realize a sum sufficiently large to afford a respectable salary to the master, and to provide him with a staff of apprentice teachers. The children also provide their own books, slates, &c., while the managers furnish maps, black boards, museum, and other apparatus.

To describe minutely the condition of these schools, would be to repeat much of what has already been said in reference to the others. The same branches are taught in them, the same methods of teaching are employed, the same *principles* regulate the whole organization; and the features characteristic of each school arise only from the differences in the dispositions and characters of the several teachers.

Instead of attempting a delineation of these characteristics, therefore, I have thought it expedient to insert sketches, furnished to me by the teachers, of the organization and arrangements in two schools, both conducted with great ability, and both presenting numerous instances of diversity in the application of similar instrumentality, and in the conduct of a similar course of instruction.\*

*Sketch of the internal Arrangements in Dr. Bell's School, Greenside, furnished by the Teacher, Mr. James Bell.*

"In writing out a detailed account of the proceedings of this school I must first make one or two general remarks applicable to all the classes:—

"The school is divided into six classes, the sixth being the youngest, and the first the highest. The first three classes assemble every

\* The following extract from the accounts of the City Chamberlain, printed in 1843, shows the expense of the maintenance of the two Bell schools:—

1. For Niddry Street School.

	£.	s.	d.
1. Paid for salaries and wages . . . . .	116	13	4
2. Rent, repairs, furnishings, and prizes . . . . .	55	8	7
	<hr/>		
	172	1	11

2. For Greenside School.

	£.	s.	d.
1. Paid for salaries and wages . . . . .	90	15	0
2. „ „ one year's feu duty and insurance . . . . .	6	12	6
3. „ „ repairs, furnishings, and prizes . . . . .	30	4	2
	<hr/>		
	127	11	8
	<hr/>		
	£299	13	7

morning at nine o'clock, and dismiss at twelve (they have ten minutes interval at eleven); the other three classes assemble at ten o'clock, and dismiss at twelve. The whole assemble at one o'clock, and dismiss at three. Sewing from three to four o'clock. As soon as all the classes are in their places, *a religious anecdote* or *a few verses of a chapter*, are read, two verses sung, and the whole repeat the Lord's Prayer, one boy leading. The business is then commenced by taking the number of the classes, which occupies about five minutes. The total number of each class is put into the number book, and thus the real number of the whole is at once shown. In order to facilitate the taking of the number, the classes are divided into sections, each section averaging about ten, and the boy or girl at the head gives in the number of the section when called for, together with the names of those who have come, or who are absent, since the last number was taken. The dux of each section has charge of the hats of the section, gives out and takes up slates, books, and without confusion. I subjoin a specimen of the number as taken in one of the books, each class having one:—

Monday, July 1842.

FORENOON.					
No. of Seat.	Boys.	Come.		Girls.	Absent.
1	10	James Boyce.	1	10	M'Russ.
2	6		2	6	Wm. M'Kay.
3	9		3	8	
4	12	81	4	12	
5	8			—	
	45			36	

AFTERNOON.			
Boys.	Come.	Girls.	Absent.
9	W. M'Kay.	10	J. Connell.
7	M'Russ.	7	Wm. Mitchell.
9		8	
11	81	12	
8		—	
44		37	

This number is taken twice a-day, at 10 and 1 o'clock.

"I shall now shortly take up the classes singly, and show the manner of procedure. The sixth class is composed entirely of those who do not know the alphabet, and are taught by monitors from the second and third classes. These monitors are changed every two days, and for every child brought through the alphabet they receive one penny, as an inducement to be very busy. I have paid sixpence at one time in this way. The children being very young the lessons are varied every half hour, as follows:—

- 10—10½. Alphabet. 10½—11, Bible lesson taught from a MS. book.  
 11—11½. Alphabet. 11½—12, Natural History as above.  
 1—1½. Alphabet. 1½—2, Mental Arithmetic, using bricks, pens, pencils, &c.  
 2—2½. Alphabet. 2½—3, Geography, also from a MS., using the map.

"This last, of course, very elementary. Average number of pupils forty.



"As soon as a child can say the alphabet completely he is immediately advanced to the first class, whose work is as follows:—

*Monday.*

10—11. Bible knowledge.

11—12. Reading and spelling.

1—2. Geography and Natural History.

2—3. Grammar.

*Wednesday.*

10—11. Mental Arithmetic.

11—12. Reading and spelling.

1—2. Bible lesson.

2—3. Grammar.

*Tuesday and Thursday.*

10—11. Repetition of four lines of a paraphrase.

11—12. Reading and spelling.

1—2. General knowledge.

2—3. Lessons in reading on black board.

*Friday.*

10—11. Making figures on slates.

11—12. Reading and spelling.

1—2. General knowledge.

2—3. Geography.

*Saturday.*

10—11. Repetition of two verses of paraphrase.

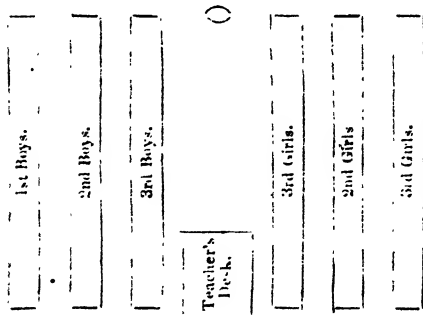
11—12. Religious knowledge.

"This class is at present taught by an apprentice, Catherine Munro, who occasionally employs boys and girls of the highest standing in the school to assist her in the reading, spelling, &c, only, however, when the class is divided into reading sections every day from 11 to 12. The highest section of this class reads Chambers's Second Book, and the other three sections, Dr. McCulloch's First Book.

## FOURTH CLASS.

Reading Second Irish School Book; also taught by an Apprentice.

"Read every day from 10—12; not divided into reading sections. Average number 60. Afternoon employed in examining the subject of the lesson, in spelling, Bible knowledge, and geography. The class sits in the following position, the first section being the farthest advanced:—



When a boy in the third Section keeps *dux* in every thing, he is transferred to the second; and a boy in the first, when fit, is transferred to the 3rd class; no one in the 2nd can get above the 1st., or 3rd above the 2nd; every form is a distinct section.

## THIRD CLASS.

Reading the National School Collection.

9—9½. Writing on paper.

9½—10. Arithmetic, with slates.

} Every day.

*Monday.*

- 10—11. Reading Class Book.  
11—12. Examining on subject.  
1—2. Bible knowledge.  
2—3. Writing on slates.

*Tuesday and Thursday.*

- 10—11. Grammar.  
11—12. Class Books.  
1—2. Reading Old Testament.  
2—3. Examining on subject.

*Thursday.*—The New Testament.

*Wednesday.*

- 10—11. Class Books.  
11—12. Examining.  
• 1—2. Repetition of verses in  
Testament.  
2—3. General knowledge.

*Friday.*

- 10—11. Reading Class Books.  
11—12. Examining.  
1—2. Mental Arithmetic.  
2—3. Bible knowledge.

*Saturday.*

- 10—11. Repetition.  
11—12. Geography.

“ This Class is taught by Jane Stage, who occasionally employs monitors from the First Class.

Average number 70.

SECOND CLASS.

Taught by John M'Intosh.

Average number 80.

9—10. Same as Third Class.

*Monday.*

- 10—11. Grammar.  
11—12. Geography.  
  
1—2. Reading Class Book.  
2—3. Examining.

*Tuesday and Thursday.*

- 10—11. Reading Class Books.  
11—12. Grammar and Geogra-  
phy.  
1—2. Reading Old and New  
Testaments.  
2—3. Examining.

*Wednesday.*

- 10—11. Reading.  
11—12. Reading.  
1—2. Examining.  
2—3. Spelling.

*Friday.*

- 10—11. Mental Arithmetic.  
11—12. Reading.  
1—2. Examining.  
2—3. Spelling.

*Saturday.*

- 10—11. Repetition of verses, or Shorter Catechism.  
11—12. Bible knowledge.

“ This class reads the Schoolmaster's First Collection, No. V., and is sometimes taught by two when any other class is writing on slates.

FIRST CLASS.

“ This class is arranged into two divisions, junior and senior. The junior read instructive extracts. They also have Lennie's Grammar, White's Geography, and Butler's Etymology. This section is taught by James Dobbie.

"The senior section, under my especial superintendence, taught daily two hours by me, read Irish Fifth Book, and Chambers's Matter and Motion. They also have the same books as the junior, and, in addition, a small book of arithmetic, through which they are daily proceeding.

#### JUNIOR SECTION.

9—9½. Every day writing.

9½—11. Slates, arithmetic, also every day.

##### *Monday.*

11—12. Geography.

1—3. Reading.

2—3. Examining.

##### *Wednesday.*

11—12. Etymology and spelling.

1—2. Books.

2—3. Examining.

##### *Tuesday.*

11—12. Grammar.

1—2. Bible.

2—3. Examining.

##### *Thursday.*

11—12. Etymology and spelling.

1—2. Books.

2—3. Examining.

##### *Saturday.*

10—11. Repetition.

11—12. Bible knowledge.

Average number 50.

#### SENIOR SECTION.

9—9½. Every day, writing.

9½—11. Working arithmetic on slates by themselves.

"During this time I am at the junior classes taking them by rotation: I am at each class daily, and when I take a class after eleven the apprentice of that class takes the senior section. In order to accomplish this I have MS. books, in which are written abstracts of grammar and geography, of which each apprentice has a copy; and as they are written in the form of question and answer, no error can be made. Each apprentice is responsible for the improvement of his class, and it is regularly examined to see that the class is progressing.

"JAMES BELL."

*Sketch of the Internal Arrangements in the Local Day School Institution, Young Street; furnished by the Teacher,  
Mr. Burns Crowe.*

"The school is opened and closed each day with praise and prayer. The psalmody is generally led by one or other of the pupils. The children meet, and are taught in three separate rooms. They are divided into seven classes, and arranged according to their proficiency. The first or lowest class comprises the younger children who are either learning the alphabet, or reading Thomson's First Book of Lessons. The seventh class is composed of the senior or advanced children, and forms the highest class. In all the classes, except the first or junior, the girls and boys form separate sections of their respective classes. The girls are taught sewing and knitting each day (Saturday excepted) in a separate room in the school, between the hours of eleven and one o'clock. A general superintendence of the

whole is taken by the head master, who regularly examines each class in the school. The Bible is read and explained every day, in each class, but not as one of the ordinary class books. The children meet in the morning and evening of each Sabbath for devotional exercises and religious instruction. There is a museum connected with the school containing specimens illustrative of what is treated of in the text books. \*

#### FIRST CLASS.

*Books used.*—Thomson's Lessons, Part I.

The Class is divided into four Sections.

##### *Monday.*

- 9—10. Reading with books, word about, clause about, line about, sentence about; then each one reads the whole lesson.
- 10—11. Reading with the board, which contains the same lesson as the book; read in the same manner.
- 11—11½. Religious Instruction.
- 11½—12. General information and mental arithmetic.
- 1—2. Reading from the board; same as forenoon. Spelling.
- 2—3. Reading with books, and spelling each word before read.
  - Singing between each lesson. This class follows the same order on Tuesday.

*Wednesday.*—Same order as Monday, but revise the lessons of Monday and Tuesday.

*Thursday and Friday.*—Same order as on Monday.

*Saturday.*—9—11. Revise the lessons of Thursday and Friday.

11—11½. Religious Instruction.

Taught by Mr. Hislop and Assistants.

Number in the Class 45.

"I may here state that the attendance in all the classes is taken twice a-day, forenoon and afternoon.

#### SECOND CLASS.

*Text Books.*—Thomson's Part II., Testament, and Shorter Catechism.

##### *Monday.*

- 9—10. Reading Testament, and examination.
- 10—11. Repeat question of Shorter Catechism, and four lines of a Psalm; spelling.
- 11—12. Reading Thomson's Part II., and Religious Instruction.
- 1—2. Reading Thomson's Part II., and spelling.
- 2—3. Examination and Mental Arithmetic. The question from the Shorter Catechism read, which is to be repeated the following day.

*Tuesday.*—The same order as Monday.

*Wednesday.*—Revise the lessons of Monday and Tuesday.

*Thursday and Friday.*—The same order as Monday.

*Saturday.*—9—11. Revise the lessons of Thursday and Friday.

11—11½. Religious Instruction.

Taught by Mr. Hislop and Alexander Dennison.

Number in the Class 37.

## THIRD CLASS.

*Text Books.*—New Testament, Thomson's Part III., and Shorter Catechism.

*Monday.*

- 9—10. Reading the Testament, and examination.  
 10—11. Repeat the question from Shorter Catechism, four lines of a Psalm, and spelling.  
 11—12. Writing and Mental Arithmetic.  
 1—2. Reading Part III., and examination.  
 2—3. General information, and arithmetic with slates.

*Tuesday.*—The same order observed as on Monday.

*Wednesday.*—Revise the lessons of Monday and Tuesday.

*Thursday and Friday.*—Same order as Monday.

*Saturday.*—9—11. Revise the lessons of Thursday and Friday.

11—11½. Religious Instruction.

Taught by Mr. Hislop and William Wilson.

Number in the Class 31.

## FOURTH CLASS.

*Text Books.*—Bible, Thomson's Part IV., and Shorter Catechism, with Scripture Proofs.

*Monday.*

- 9—10. Read the Bible, with examination.  
 10—10½. Repeat the question from Shorter Catechism, with proofs, and four lines of a Psalm.  
 10½—11. Read Thomson's Part IV.  
 11—12. Writing and Mental Arithmetic.  
 1—2. Read Thomson's Part IV., spelling, and examination.  
 2—2½. Geography and general information.  
 2½—3. Arithmetic, with slates.

*Tuesday.*—Same order observed as on Monday.

*Wednesday.*—Revise the lessons of Monday and Tuesday.

*Thursday and Friday.*—Same order as on Monday.

*Saturday.*—9—11. Revise lessons of Thursday and Friday.

11—11½. Religious Instructions.

Taught by Mr. Hislop and Mr. Dennison, and William Wilson alternately.

Number in the Class.

## FIFTH CLASS.

*Text Books.*—Bible, Thomson's Collection, Reid's Grammar, Reid's Geography, Maclaren's Arithmetic, and Shorter Catechism, with proofs.

*Monday.*

- 9—10. Read Bible and examination, and repeat thirty-two lines of a Psalm.  
 10—10½. Repeat one question from Shorter Catechism with proofs, six without proofs, and three verses from the Bible.  
 10½—11. Grammar.  
 11—12. Read Collection, spelling, and examination.  
 1—2. Writing.  
 2—2½. Geography.  
 2½—4. Arithmetic, with slates.

*Tuesday.*—The same order observed, but without the Psalm.

*Wednesday.*—Same as Tuesday, but with Mental Arithmetic instead of slates.

*Thursday.*—Same as Tuesday.

*Friday.*—Lessons, Catechism, Verses and Psalm revised; same order as Monday.

*Saturday.*—9—10. Read Bible and examination.

10—11. Competition in Arithmetic with slates.

11—12. Religious Instruction and general information.

This Class is divided into two sections, girls and boys.

Taught by Head Master, assisted by George Burnett and John Robertson. Number in the Class 67.

SIXTH CLASS.

*Text Books.*—Bible, Shorter Catechism, with proofs, Simpson's History of Scotland, Reid's Grammar, Reid's Geography and Ingram's and Maclaren's Arithmetic.

*Monday.*

- 9—10½. Bible, and one question from Shorter Catechism, with proofs, and six without proofs; repeat also three verses of a Chapter and thirty-two lines of a Psalm; examination.  
 10½—11. Grammar.  
 11—11½. Geography.  
 11½—12. Mental Arithmetic.  
 1—2. Writing.  
 2—4. Arithmetic, with slates.

*Tuesday.*—9—10. Same as Monday, without the Psalm.

10—11½. Read Simpson's History of Scotland, spelling, and examination.

11½—12. Grammar, including parsing.

1—1½. Geography.

1½—2½. Writing.

2½—4. Arithmetic, with slates.

*Wednesday and Thursday.*—Same order as Tuesday.

*Friday.*—9—10½. Bible, with revisal of Catechism, verses, and Psalm, repeated on Monday, Tuesday, Wednesday, and Thursday.

10½—11. Grammar.

11½—12. Mental Arithmetic.

1—2. } Same order as Monday.  
 2—4. }

*Saturday.*—9—10. Bible.

10—11. Competition in Arithmetic.

11—12. Religious Instruction and readings in Natural History.

Taught by Head Master and Mr. Calder.

Number in the Class 51.

#### SEVENTH CLASS.

*Text Books.*—Bible, Shorter Catechism, with Scripture Proofs, Simpson's History of Rome, M'Culloch's Course of Reading, Lennie's Grammar, Stewart's Geography, Ingram's and Hutton's Arithmetic.

#### *Monday.*

9—10. Bible and same tasks as in the sixth class.

10—11. Read M'Culloch's Course, spelling, and examination.

11—11½. Grammar.

11½—12. Geography, with general information.

12—1. Latin and Mathematics.

1—2. Writing.

2—4. Arithmetic and book-keeping.

*Tuesday.*—9—½ 10. Bible-tasks; same order as Monday, without the Psalm.

½ 10—10½. Readings from History.

10½—11½. Spelling and examination.

11½—12. Grammar.

12—1. Latin and Mathematics.

1—1½. Geography.

1½—2½. Writing.

2½—4. Arithmetic.

*Wednesday.*—Same as Tuesday, but with *written*, in place of *oral* examination.

*Thursday.*—Same order as Tuesday.

*Friday.*—Same order as Monday, with revival of Catechism, verses and Psalm.

*Saturday.*—9—10. Read Bible, with examination.

10—11. Competition in Arithmetic, with slates.

11—12. Readings in Natural History, and Religious Instruction.

This Class taught by the Head Master and Mr. Calder.

Number in the Class 50.

"In this, and in all the classes, our object is to teach the children rather *how* to think, than *what* to think; rather to improve their minds so as to enable them to think for themselves, than to load their memories with the thoughts of others. And in the Bible readings our aim is to impress their *hearts*, as well as to inform their minds.

"Besides the ordinary method of oral examination by question and answer, between teacher and pupils, the pupils in this and the preceding class are made to examine each other in the following manner. A portion of the lesson on history is given out for special preparation at home. Of this part, the meanings of the words are written down from their dictionaries by each pupil, and given in to the master on the

following day, before the commencement of the lesson. These exercises are divided between four of the class, which they are daily charged to take home, correct, and return to the master, on the following morning, with their corrections marked. These the master now returns to their respective owners with his own comments or remarks. After these exercises are given in to the master, and before they are returned to the pupils, they are made to catechise each other from their contents. Take an example for illustration :—Suppose the eighteenth in the class were to put a question to the third in the class, and that the third failed to answer the question thus put, he would take the place of the eighteenth, and the eighteenth take the place of the third. The now eighteenth has the privilege of putting a return question to the now third, or to any other of the seventeen above himself. The same order is followed throughout the whole class, beginning at the highest and proceeding regularly to the lowest, till all may have exhausted their questions, or the master see proper to stop them.

“The written examinations are conducted in the following manner. Twenty or more questions from the lesson are put by the master, which the pupils without the use of books answer in writing. These, at the close of the examination, are taken up, by the dux of each section, and immediately given in to the master. After these are read, and the number of correct answers in each marked, the names are written down, arranged in the order of merit, with the number of right answers attached to each, and are hung up in the school from week to week, the one week’s answers being always added to those of the preceding weeks. The three highest classes form also an industrial class. The object of this class is to form in the children a habit of diligence, by encouraging them to make, at home, specimens or models of hats, frocks, shirts, stockings, ships, houses, &c. The best of these specimens are taken and preserved in a museum as an encouragement to others to go and do likewise. This class has been productive of much good, not only in training the children to habits of diligence, but also in keeping them from the streets in the evening, and thereby preventing them in a great measure from falling into bad company.

“ROBERT BURNS CROWE.”

### *Monitorial Schools.*

Gillespie’s Free School was founded and endowed by the late James Gillespie, of Spylaw, and opened in 1803. The management and superintendence, both of the school and the hospital endowed by the founder, are vested in the master, treasurer, and twelve assistants of the Merchant Company, five members of the town council, and the ministers of the Tolbooth and St. Stephen’s parishes, Edinburgh. There are at present in attendance at the school upwards of 200 boys. The managers, actuated by the views of the minority of the governors of Heriot’s Hospital Schools regarding the inexpediency of bestowing upon any class of the population gratuitous instruction, have authorized the teacher to exact a fee from each pupil of one penny per week. Books and all other apparatus are supplied by the managers.

The schools connected with the Orphan Hospital, and the West



Kirk Charity Workhouse, are under the superintendence of the managers of the respective institutions. In the former, 100 children—50 boys and 50 girls—are boarded and taught; and in the latter, the same number. The remainder of the schools are under the superintendence of managers or trustees. Eight of them are connected with certain parishes in the city or suburbs, and are usually denominated Sessional Schools, from being under the control and management of the kirk session of the parish church. The others are under the direction of bodies of trustees or managers. The Lancasterian school, Davie-street, was established about the beginning of the present century, and is managed by a large body of directors.

All these schools are conducted on the *monitorial* system, and are consequently as inferior to the schools the masters of which are provided with the assistance of apprentices, as they are superior to those in which the whole business is conducted by the teachers, without any assistance whatever.

In some of these schools the modifications of the monitorial system are so skilful and well regulated, that the state of instruction in them is not greatly inferior to that in the schools in which a more efficient instrumentality has been secured. And as the introduction of the system of apprentice-teachers cannot be too strongly urged upon the managers of those schools whose funds enable them to provide such a staff of assistants, so the introduction of the *monitorial* system, well regulated and skilfully applied, cannot be too strongly recommended, as the only means of enabling *one master* to conduct with any degree of efficiency and success the studies of more than 50 or 60 pupils of *different ages, and at different stages of advancement*.

The course of instruction in all these schools included reading, writing, arithmetic, English grammar, geography, and singing. In addition to these branches, the girls were taught sewing, knitting, and all kinds of fancy needle-work. To some of the schools libraries are attached, and in most of them there are somewhat extensive collections of natural objects used in the illustration of the various lessons. Mr. Dun, of the Lancasterian School, Davie-street, has supplied, at his own expense, a considerable assortment of philosophical apparatus, with which he performs, before his pupils, the more useful and interesting experiments in Chemistry and Natural Philosophy.

After the very minute account which I have given of the Bell and Heriot schools, I do not think it necessary to enter into details regarding the other schools. The methods of teaching are the same in all. All the teachers are well-educated men, and appeared to me to conduct the business of the school-room with ability and success. The comparatively imperfect organization of the monitorial schools, prevented the teachers from rendering them equal to those into which the system of apprentice-teachers

had been introduced, either in the extent and proficiency of the attainments of the pupils, or in the order and regularity of the internal economy.

For the purpose of showing the arrangements of a well-conducted monitorial school, I insert the following account of the organization of the Lancasterian school, Davie-street, furnished to me by the teacher, Mr. Robert Dun. This school is attended by upwards of 600 children. The boys are taught in two rooms: in one there are upwards of 100 of the youngest pupils, taught by Mr. Dun, senior; and, in the other, there are nearly 200 boys, more advanced, taught by Mr. Robert Dun, with an assistant.

The girls' school is attended by about 250 children, whose studies are conducted by Mr. John Dun and Miss M. Dun. In each room the monitorial system is in full operation. The attainments of the pupils in the various branches were very considerable, and their education was conducted on the most enlightened principles.—(See table, next page.)

*Sketch of the Internal Arrangements and Organization of Lancasterian School, Davie Street.*

The junior classes, that is those taught by my father, commence the business of the day by singing a hymn and prayer. In summer the numbers average 130, in winter 80. The average age is six years.

The hours are from 10 to 12½ forenoon, and from 2 to 4 afternoon. From 10 to 10½ sing a hymn and pray; 10½ to 10¾, read and spell; 10¾ to 11, religious instruction; 11 to 11½, gymnastics or manual exercises; 11½ to 11¾, read and spell; 11¾ to 12, general information; 12 to 12½, read and explain a selected lesson; 12½, school dismissed. A similar routine is followed in the junior classes in the girls' school.

Each of the junior classes is under the charge of a monitor, taken in rotation from the senior classes. The branches taught, and the time devoted to each is noted in the tabular scheme of our division of time. I will now briefly state by whom these branches are taught.

10½ to 10¾.—The monitors hear the different classes repeat their paraphrases, catechism, &c., and give explanations of them. With this they are always finished within the time prescribed, the remainder of the half hour is occupied by the master giving a more ample explanation.

The same is done in the girls' school.

10¾ to 11½.—Each class is at this time in charge of a monitor, the master hearing by turns the classes that are reading the Holy Scriptures. The assistant is doing the same with those classes that are reading the class books. Next day *vice versa*, and so on from day to day. The same routine in girls' school.

11½ to 12.—The master is now teaching writing, the assistant geography, and the other classes are under the charge of monitors. Those who write a *good hand*, are at this time instructed in the elements of book-keeping from the manual published under the direction of the Commissioners of National Education. The girls also learn book-keeping, specimens of which you saw. The text books for geography,

TIME TABLE at the LANCASTERIAN SCHOOL, DAVIE-STREET.

	Divisions.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
10 to 10½	..	..	..	The whole School Sing Hymn and Pray every Morning.			
10 ¼ to 10½	1 2 3 4	Paraphrases and Psalms. Ditto. Ditto. Ditto.	Catechism, with Proofs. Ditto. Catechism, Signs, and Verses. Ditto.	Catechism, with Proofs. Ditto. Catechism, Signs, and Verses. Ditto.	Catechism, with Proofs. Ditto. Catechism, Signs, and Verses. Ditto.	Catechism, with Proofs. Ditto. Catechism, Signs, and Verses. Ditto.	Revised. Ditto. Ditto. Ditto.
10½ to 11½	1 2 3 4	Read and Explain Scriptures. Ditto. Read and Explain Class Book. Ditto.	Read and Explain Scriptures. Ditto. Read and Explain Class Book. Ditto.	Read and Explain Scriptures. Ditto. Read and Explain Class Book. Ditto.	Read and Explain Scriptures. Ditto. Read and Explain Class Book. Ditto.	Read and Explain Scriptures. Ditto. Read and Explain Class Book. Ditto.	Reading. .. Grammar. ..
11½ to 12	1 2 3 4	Writing on Paper. Spelling and Explanation. Ditto. Ditto.	Writing on Paper. Spelling and Explanation. Ditto. Ditto.	Writing on Paper. Spelling and Explanation. Ditto. Ditto.	Writing on Paper. Spelling and Explanation. Ditto. Ditto.	Writing on Paper. Spelling and Explanation. Ditto. Ditto.	Geography. Ditto. Ditto. Ditto.
12 to 30 minutes Part 12	1 2 3 4	Mental Arithmetic. Arithmetic Tables. Ditto. Reading.	Grammar. Reading. Writing on Slates. Ditto.	Grammar. Reading. Arithmetic Tables. Ditto.	Geography. Mental Arithmetic. Reading. Ditto.	Grammar. Mental Arithmetic. Reading. Ditto.	Geography. Ditto. Ditto. Ditto.
30 minutes Part 12 30 ½	1 2 3 4	Explanation of Scripture and parallel passages. Explanation of Scriptures. Ditto. Explanation of New Lesson.	Eymology and Spelling. Explanation of Scriptures. Geography and General Information. Explanation of New Lesson.	Botany, &c. Eymology and Geography. Explanation of Scriptures. Geography and General Information.	Natural Philosophy. Reading and Spelling. Explanation of New Lesson. Explanation of Scriptures.	Theory and Practice of Singing. Ditto. Reading and Spelling. Ditto.	School out. .. .. ..
AFTERNOON.							
2 to 2½	1 2 3 4	Mental Arithmetic. Writing on Paper. Accounts in Drafts. Reading.	Drawing. Writing on Paper. Accounts in Drafts. Reading.	Mental Arithmetic. Writing. Accounts in Drafts. Arithmetical Tables.	Mental Arithmetic. Writing. Accounts in Drafts. Arithmetical Tables.	Elements of Astronomy. Writing. Accounts in Drafts. Reading.	.. .. .. ..
2½ to 3½	1 2 3 4	Arithmetic in Seats. Arithmetic in Drafts. Writing on Slates. Ditto.	Arithmetic in Seats. Arithmetic in Drafts. Reading. Ditto.	Arithmetic in Seats. Arithmetic in Drafts. Reading. Ditto.	Arithmetic in Seats. Arithmetic in Drafts. Reading. Ditto.	Composition. Reading. Ditto. Arithmetic Tables.	.. .. .. ..
3½ to 4	1 2 3 4	Writing from Dictation. Ditto. Spelling. Reading 30 minutes.	Arithmetic in Drafts. Reading. Ditto. Spelling. Reading and Scope 30 minutes.	Arithmetic in Drafts. Reading. Ditto. Spelling. Botany 30 minutes.	Arithmetic in Drafts. Reading. Ditto. Spelling. Astronomy and General Information.	Composition. Eymology. Ditto. Ditto.	.. .. .. ..
4 to 5	1	Geography 30 minutes.	Eymology and Spelling 30 minutes.	Natural Philosophy 30 minutes.	Mental Arithmetic.	Scriptures 30 minutes.	..

are Dr. Steven's and the Rev. Mr. Reid's; maps—Johnston's, St. Andrew's square, and Fairbairn's.

12 to 20 m. past 12.—The master giving instructions in grammar. The assistant mental arithmetic. The other classes under their respective monitors.

20 m. past 12 to 1 $\frac{1}{4}$ .—The junior boys and girls dismissed on Monday, Tuesday, Wednesday, and Thursday, the 1st, 2nd, 3rd, and 4th divisions of boys and girls united under the master and three men assistants, for religious instruction, etymology, reading, natural philosophy, botany, &c., which last is taught from a web of cloth painted with botanical figures. The natural philosophy is illustrated by various apparatus. Friday the 1st and 2nd divisions, theory and practice of music, taught from a web of cloth, on which is painted the elements of music and a variety of psalm tunes for practice. On Monday, between 4 and 5, there is practice in the singing of selected songs; this class is voluntary on the part of the children.

1 $\frac{1}{4}$ .—The whole school is dismissed for three-quarters of an hour in summer, and one quarter in winter.

2 to 2 $\frac{1}{4}$ .—The master gives mental arithmetic to 1st class, on Monday and Thursday; drawing on Tuesday and Wednesday; elements of astronomy on Friday. The assistant gives writing and arithmetic on alternate days to the second division. The other classes are going on with the monitors.

The senior girls are engaged sewing. The junior girls are engaged as the junior boys.

2 $\frac{1}{4}$  to 3 $\frac{1}{2}$ .—On Monday, Tuesday, Wednesday, and Thursday, the first division of boys in seats, at arithmetic with master; Friday, composition text-books, Reid's Elements, and Walker's Themes.

The assistant taking the general superintendence of the school which is being taught by monitors.

3 $\frac{1}{2}$  to 4.—Monday, 1st division of boys writing from dictation; Tuesday and Wednesday, arithmetic in drafts; Thursday, voluntary recitations; Friday, composition. Assistant with 2nd division, Monday, Tuesday, and Wednesday, reading; Friday, etymology. The other divisions under the charge of monitors.

4 to 5.—The whole dismissed, except the 1st division and monitors, who receive instructions from master, as indicated in the time table.

We divide our arithmetic into classes,—

1st. Simple Addition—the first exercises in this consists of sums in three columns of three figures each. When the children can sum these with ease and expedition, they get three columns of four figures, and so on progressively increasing the numbers of figures, and of course the difficulty of the operation.

In this and the next two rules the pupil is assisted by sensible objects.

2nd. Multiplication—this rule is a modification of Addition, and therefore should immediately follow it, besides it is easier learned than Subtraction.

3rd. Subtraction—Taught first by sensible objects, then by slate and black-board.

4th. Division—Being a modification of Subtraction; is easier understood when it immediately follows that rule.

5th. Compound Addition.

6th. Multiplication.

7th. Subtraction.

8th. Division.

9th. Reduction.

10th class comprehends all the succeeding rules. Notation and Numeration are commenced, with Addition, and are regularly practised in each succeeding class.

A class consisting of 16 boys and girls, are learning the French language, but as this forms no part of the course prescribed to be taught in this school, the master teaches this class after the general school is dismissed.

The mistress is engaged at the same time in giving instruction to those of the first class, who are not engaged in the French class.

The books used are,—

1. The Holy Scriptures.

2. The Child's Assistant, by Alexander Barrin, improved by G. Dun, from alphabet to words of six and seven letters.

3. The Child's Instructor, compiled under the direction of a Committee of Schoolmasters of Scotland.

4. Daily Lesson Book, No. 2., with Questions and Moral Lessons, by Mr. Henry Dunn and Mr. J. Thomas Crossley.

5. Readings in Prose and Verse, by Committee of Schoolmasters of Scotland.

6. Third Book of Lessons for the Irish National Schools.

7. Fifth Book of Lessons for the Irish National Schools.

8. Grammar, Lennie's.

9. Composition—Reid's Elements, and Walker's Themes.

10. Arithmetic—Gray's, Ingram's by Melrose, and Intellectual Calculation.

For book-keeping, the elements compiled by the Commissioners of National Education.

The average attendance for the past year has been,

Summer junior boys . . . . .	130	
Winter ditto . . . . .	80	
	<hr/>	
	2)210	
	<hr/>	
	105	
Add 10 per cent for absentees . . . . .	10	
	<hr/>	115
Summer senior boys . . . . .	190	
Winter ditto . . . . .	150	
	<hr/>	
	2)340	
	<hr/>	
	170	
Add 10 per cent. for absentees . . . . .	17	
	<hr/>	187
The girls' average . . . . .	25	
Evening class . . . . .	70	
	<hr/>	622

The average absence of girls is greater than that of boys, being sometimes so high as 20 per cent.

(Signed)

ROBERT DUNN.

It may be useful, for practical purposes, to restate in a sentence or two those peculiarities in the methods of conducting the pupils' studies in the various branches which seem fitted to serve important ends, or to be based upon proper principles.

Reading was taught in most of the schools now reported on with great judgment and skill. In the younger classes numerous expedients were adopted by the teachers, for the purpose of imparting interest to the lessons, and thereby sustaining the attention of the pupils. For the purpose of sustaining the attention of each pupil, the reading-lesson was generally given in this manner: suppose the lesson to consist of several sentences, the whole class were requested to point with the finger to the first word, the child at the top then pronounced *it*, the second child the next word, and so on to the end of the sentence, *word about*. The child whose turn it now was, read the first *clause*, the next child the clause following, until the whole sentence had been read—*clause about*; the child whose turn it was to read, now read the whole sentence. In this way all were kept closely attentive; each with his finger at the word to be pronounced, and ready to correct any error made, or to take the place of a less attentive neighbour. The sentence thus read was next explained and illustrated. By this simple expedient, a monitor was enabled to keep a class of very young children as attentive and active as the most skilful teacher could. The pupils themselves were acquiring most important habits, and the time at the disposal of the teacher was most carefully economized. Such a method was, of course, applied *systematically* to the younger classes only.

In giving the reading lessons of the senior pupils, care was taken to keep the whole class perfectly attentive, and this was accomplished by the adoption of various expedients, such as requesting them, when there was the least appearance of inattention or listlessness, to give, with the utmost rapidity, *word about*, or *clause about*. He who was inattentive was thus easily discovered. The whole class were, also, frequently required to read *simultaneously*, and the teacher, by glancing along, could easily detect him who could not join in the exercise. Another expedient, which served both to sustain the attention and to improve the reading of the more *backward* pupils, was, first, to request the dux of the class to read a whole sentence or paragraph, and then the boy at the bottom to read it after him, the first boy's reading serving as a model to the other.

For the purpose of imparting interest to these lessons, the monotony of mere reading was broken by frequent explanations and illustrations of the various words and statements, the principle being, never to demand their attention to one subject longer than it could be strenuously given. I have already described in what manner the explanatory method was conducted in the best schools.

The pupils, when receiving instruction in arithmetic, were classified according to their proficiency. The principles of the various rules were carefully explained, and the reasons of the several processes always given. The principles of grammar, and the definitions of the various parts of speech, were generally taught *orally* to the junior division of the school. No text-book was put into the hands of the pupils until they had made such progress as to enable them to parse with some degree of accuracy and minuteness. The geographical studies, also, were *rationally* conducted. The principles which ought to guide the teacher in laying the foundation for future *intelligent* progress in this branch, were so fully illustrated in a former report that I refrain from enlarging upon them here. It is sufficient to say, that these principles were known to most of the teachers spoken of in this report; and, although I did not meet with applications of them precisely similar to those adopted by Mr. Mercer, Dunse, and which I think so simple and rational; yet the principles themselves were, in different ways, lodged in the minds of the pupils, and very ably and fully illustrated.

#### *Sabbath Schools.*

All the schools spoken of are open on the Sabbath evenings, between the hours of six and eight. The instructions then communicated are entirely of a religious nature. The teacher's chief object is to deepen and confirm, by a thorough revision of the religious lessons communicated during the week, the serious impressions that may have been made on the minds of his pupils. But other important purposes are served by the Sabbath schools. Many of the pupils, after their attendance at the day-school has ceased, and after they have embarked in the trade or profession to which their future life is to be devoted, return on the Sabbath evenings to the school in which they received their education, impelled by a desire to increase their knowledge of Scripture, or urged by the sense which their teacher had been the means of awakening within them, of the importance of attending to those things that belong to their eternal peace. I met many engaged teaching—and teaching with great earnestness and skill—in the same school in which but a few years ago they sat as pupils. Many young and pious persons from the higher classes of society also employ themselves in these interesting services; so that the master is enabled to dispense with the labours of his apprentice-teachers, or monitors, and the school is generally arranged in numerous small divisions, each of which is placed under the superintendence and care of these volunteer teachers.

Theirs is, indeed, a “labour of love;” and apart altogether from the encouragement to persevere in their labours, arising from the conviction which they must constantly experience, that they are preparing the young cedars of Lebanon, necessary to the rearing

of the great spiritual temple, and that, under the guidance and direction of the Shepherd and Bishop of their own souls, they are engaged in traversing the mountains in search of the strayed lambs, and in bringing them back to the fold of Christ; they will assuredly find recompense enough in the blessed influences which such exercises must produce upon their own minds and character. Engaged throughout the week in merely secular occupations, they will, in these sacred hours, have their affections purified, a substance and firm consistency will be given to their Christian knowledge and experience, and their souls will be borne steadily upward and onward in their flight to God.

These schools are always open to the parents and friends of the pupils, and many avail themselves of the privilege of attendance. They are thus furnished with opportunities of hearing the catechism taught, and the Scriptures explained in the best and most interesting manner. The presence of the parents probably modifies the manner of the teachers—rendering it more earnest and affectionate; the teachers certainly exemplify, to the parents, the importance of great clearness and simplicity of statement, and of great familiarity and fulness, and even homeliness of illustration, in conducting these instructions. The teacher is thus led to feel that the lessons of the Sabbath evening best accomplish the ends in view, when they bear the distinctive features of family tuition. The parent is taught the importance of adding to the earnestness and affectionateness with which he inculcates, upon the minds of his children, religious truth, full and clear expositions of the meaning of every word and statement occurring in the various lessons. The error into which the teacher is most liable to fall, in conducting these exercises, is to confine himself to the *explanation* of every statement, with the view of giving his pupils a clear apprehension of its force and meaning. The mistake of most *parents* consists in indulging in lengthened *hortatory* remarks, and in pouring out, before their children, in no systematic or compact form, their own knowledge. By a too exclusive attention to the former method, *clear* views of the subject taught may be imparted, but they will also be cold and lifeless. By following the latter, the faculties of the children are not brought into vigorous exercise, and, while a vague and shadowy sense of the value and sanctity of the subject may be produced, the impressions made will not probably be either powerful or permanent.

The piety and zeal which induce the teachers to engage in these voluntary labours, are sufficient guarantees for their diligence and conscientiousness in the discharge of duties for which they have thus rendered themselves responsible.

I have the honour to be, Sir,

Your obedient Servant,

JOHN GIBSON.

*The Secretary,*  
Committee of Council of Education



CORRESPONDENCE relating to the Plans of the SCHOOLS OF  
INDUSTRY for Pauper Children in the MANCHESTER UNION.

Committee of Council on Education, Council Office,  
Whitehall, May 28, 1842.

GENTLEMEN,

THE Committee of Council on Education direct me to transmit to you the enclosed Report of an examination of the plans of the School of Industry of the Manchester Union, together with the plans as amended by me with the aid of the architect of this department.

Their Lordships request you to observe that the external character of the front of the building has not been interfered with in the alterations described in the Report, and that the general classification remains undisturbed.

My Lords further desire me to say that they are of opinion that when the suggested alterations are made in the plans, they may receive the approbation of the Poor Law Commissioners.

I am, &c.,

(Signed)

J. P. KAY SHUTTLEWORTH.

*The Poor Law Commissioners,*

&c.

&c.

&c.

Committee of Council on Education, Council Office,  
Whitehall, May 27, 1842.

MY LORDS,

THE plans of the Manchester Schools of Industry for pauper children having been referred to this office for examination by the Poor Law Commissioners, they have been carefully inspected by me; and altered, with the assistance of Mr. Westmacott, the architect of this department.

The arrangements are in general accordance with the plans published in the volume "On the Training of Pauper Children," and contain all the means of classification suggested on the reports in that volume.

The capacity of the several departments is on the whole correctly estimated, but I remark the following exceptions:—

The architect who designed the plans estimates that he has provided accommodation for 492 boys and 492 girls in the dormitories. This is effected by placing the boys in double beds, two in a bed—whereas it is expedient that all the boys above 10 or 11 years of age should sleep separately in single beds; it is therefore necessary to provide single beds for half the whole number of boys; and as the arrangements will occupy more space in the ratio of seven to five than double beds, out of this circumstance arises the necessity of making some alteration in the plan.

The architect further estimates the whole capacity of those dormitories which are appropriated to children in health as follows:—

Dormitories for boys	.	.	.	.	.	492	two in a bed.
„ girls	:	:	:	:	:	492	„
„ infants	:	:	:	:	:	208	„
						<hr/> 1192 <hr/>	

. But the instructions of the Guardians require accommodation for 1500 children; and even when 184 patients in the infirmary, 48 in the probationary wards, and 24 in the fever wards are taken into account, provision is made in the plan for 1448 only.

It would be obviously incorrect to expect that one-fifth of the entire household would constantly be in the sick, fever, and probationary wards. The *ordinary* condition of the household does not require an arrangement for more than five per cent. of sick, and though it is prudent to provide accommodation for twenty per cent. of sick at periods of emergency, that must not be done by reducing the extent of accommodation in the other parts of the house to 1200 only instead of 1500.

Two circumstances therefore suggested an alteration in the internal arrangements of the plan, viz.,

1, no single beds were provided for the boys;

2, the capacity of the sleeping apartments ought to have been for 1500 children instead of for 1200.

Before leaving the consideration of circumstances rendering an increase of the capacity of the building necessary, I have to suggest that, for the management of so great an industrial school, it will be necessary to provide the masters with the assistance of boys apprenticed to the school, receiving separate instruction, placed in some degree of authority over the children, employed in instructing them, and in superintending them in the play-grounds, dormitories, chapels, and at meals.

It is therefore necessary to provide a room for the separate instruction of these *pupil teachers*, and in which they may pursue their studies, morning and evening, free from the interruption which would occur if they were not then separated from the children. It is also important that the assistant masters should have sitting-rooms in the immediate vicinity of the pupil teachers' room, and so placed as to enable them to inspect the play-grounds while the children are enjoying recreation. To the former circumstances, tending to increase the capacity of the building, are therefore to be added,

3. The necessity of providing a reading and class-room for the pupil teachers, and sitting-rooms for the assistant masters.

Further—At the Norwood School of Industry the whole of the linen (with the exception of the heaviest articles) is washed by the children, and the heaviest articles are washed with some assistance from machinery. In order to do this work a much larger number of girls must be employed in washing from day to day than could work together in the washhouse which the architect has pro-

vided. As these girls, for the most part, become " maids of all work " when they leave the house, or are employed in some other form of continuous labour, it is desirable to accustom them steadily to perform rather hard work, and the washing affords the means of effecting this. At Norwood one-third of the girls are employed daily in the washhouse, and every girl washes two days in the week.

I have therefore increased the size of the wash-house, by including that part of the building which was intended for a clean clothes-room and hot closet, and I have appropriated the former laundry as a hot closet and room for foul linen, and placed the clean clothes-room and laundry above stairs, on a story previously devoted to the bed-rooms of officers and servants. Among the circumstances tending to increase the size of the building, therefore, must be stated,

4. The necessity of enlarging the wash-house.

The arrangements in the boys' school-room, though in general accordance with the organization of a school on this mixed method of instruction, were open to objections. The pillars in the room had interfered with the proper grouping and dimensions of the classes. On the other hand, the great breadth of the room had apparently left only a choice of difficulties, viz., either a sacrifice of space or (which the architect preferred) the alternative of making the classes too deep; he has therefore constructed each class with six rows of desks and benches instead of four. Schoolmasters instructed in this country would be unable to control a class with six rows of desks and benches, and it is always exceedingly more convenient that each class should not contain more than four rows. These considerations rendered an entirely different disposition of the desks and benches in the school-rooms indispensable.

But before attempting this, it was necessary to get rid of the pillars from the school-rooms; the architect of this department (Mr. Westmacott) has therefore suspended the bed-room floor from the roof, instead of supporting it by pillars in the school-rooms. He suggests, that if the trussed girders of the floor should be found insufficient to support the weight resting on the floor of the upper story, the roof should be so constructed as to sustain a portion of this weight, by means of light iron columns attached to the girders, and screwed up to the roof. The drawing which accompanies the plans is intended to render this suggestion clear, but is offered as a suggestion only, subject to any improvement the architect of the original design may recommend.

The pillars must be removed from the school-room, or otherwise any skilful organization of the school will be prevented.

Another consideration connected with the capacity of the school-rooms must considerably modify the extent of accommodation to be provided, viz.—

1. One-third of the boys, and from one-third to two-thirds of the

girls will be daily employed in the workshops, in rotation, during school hours. The girls (from the extent of household duties, washing, cooking, sewing, mending, &c.) necessarily have much more manual employment than the boys. Supposing that the household contains 1200 boys and girls, and 300 infants (their probable proportions), it would not therefore be necessary to provide school-room for more than 400 boys out of 600, nor for more than 300 girls out of 600.

2. By a different arrangement of the desks and benches the school may be organized on the mixed method of instruction, and also be prepared for use as a lecture-room. The lecture-room would have a very limited application to the instruction of pauper children, and it is therefore so much the more desirable that no separate arrangement should be made for this purpose, but that the school-rooms should be so constructed as to serve both for a school organized on the mixed method, and for a lecture-room, when necessary, for religious instruction.

This has been accomplished in the plans of the school-rooms as altered in this department.

The boys' school-room displays the means of instructing the children chiefly in four separate divisions, and the girls' school-room in three separate divisions. Each master would occupy a place situated opposite to the desks and benches, (which are arranged in the horse-shoe form on a graduated stage,) and would be thus enabled to instruct his division either as *one* class, or as *three* classes with the aid of two teachers, according to the nature of the subject to which his instruction related.

The centre of the room contains a space on which the table and desk of a lecturer might be placed whenever a religious lecture was desirable.

The new internal arrangements of the school-rooms have rendered necessary an alteration in the position of the staircases to the bed-rooms, and some change in the approaches to the rooms.

I have deemed it necessary to separate the tower containing the children's closets from the passages in the building by a gallery open to the air, the free ventilation of which will prevent the transmission of effluvia from the closets into the wards and passages.

I have also deemed it important to increase the means of inspecting the dormitories at night by the assistant masters, by attaching two additional rooms to the end of each large dormitory, with small windows opening into them.

These rooms more conveniently supply the place of those which in the original design occupied the space now appropriated to the laundry and adjacent rooms.

By dispensing with the two lecture-rooms in each of the opposite wings of the building, four additional bed-rooms are obtained, and another sleeping apartment has been secured above that part of the

boys' school-room erected over the assistant masters' and pupil teachers' rooms.

By these and some subordinate arrangements, which will be apparent on inspecting the plan, the following accommodation has been provided in the dormitories and schools of the boys and girls :—

<i>Schools.</i>				
Boys	.	.	.	414
Girls	.	.	.	336
Total	.	.	.	<u>750</u>

<i>Dormitories.</i>				
Boys in double beds	.	.	.	298
Boys in single beds	.	.	.	255
				<u>553</u>
Girls in double beds	.	.	.	648
Total	.	.	.	<u>1,201</u>

To which, if the accommodation for the infants be added, (*viz.* 222,) there will remain five per cent. (77) of sick to be provided for in the sick and fever wards, and in the scald-head and foul wards. Whereas the infirmary will contain patients in single beds and the probationary ward or per cent., which is ample provision for an emergency such as a children's establishment is liable to, from the sudden outbreak and spread of contagious and infectious diseases.

Before leaving that part of the building devoted to the instruction and maintenance of the boys and girls, I submit the alterations which I have deemed it expedient to make in the workshops. In the original plan they were too small, being only feet by . I have therefore deemed it expedient to convert two workshops into one; I have provided a tailors' shop and clothes' room; a shoemakers' shop; a carpenters' shop; and I suggest that a shed should be erected in the yard for a blacksmiths' and whitesmiths' shop.

On the girls' side I have not thought it necessary to provide more than two work-rooms, as the girls would be instructed in sewing, knitting, &c., in the class-room, and the work-rooms would be needed only for such trades as straw-platting, wool-sorting, bobbin-winding, fancy-weaving, &c.

The boys and girls are thus to be employed in rooms which, being double the size of those in the original design, may be superintended by a smaller number of trades' masters and mistresses than would have been necessary in the small rooms.

It is necessary to have a large room in which the whole of the establishment, except the infants, may be assembled for morning and evening prayers; for the infants, it may be expedient to establish a separate service appropriate to their tender

age. I recommend that this separate service be conducted in the infants' school-room, in such manner as the chaplain may approve.

But, as I have stated, the boys and girls should be assembled in one common hall for morning and evening prayers, and deducting 60 (or five per cent.) for the sick, it will therefore be necessary to provide accommodation in one large room for 1140 boys and girls.

Extreme inconvenience and disorder would arise from any arrangement requiring the dispersion of the boys and girls, in separate groups, to dine in the day-rooms. These apartments would cease to be useful as day-rooms if they were encumbered with a mass of desks and benches, and no order could be preserved without a permanent arrangement of the desks and benches in the dining-halls.

No inconvenience would, however, arise from the use of the dining-hall for morning and evening prayers. I have deemed it expedient, in erecting the dining-hall, to take advantage of the space, forming an inner court in the original design, and lying between the domestic offices, but quite separate from them. This hall can be erected at much less expense in this situation than in that chosen by the architect. The roof being supported laterally chiefly by the adjacent buildings, I propose that it should be lighted and ventilated by a lantern above.

In the original design, the fever wards were placed over the probationary wards. They had a common entrance, and passages, and common yards. The children in the probationary wards would then necessarily have been more or less in contact with patients entering the fever wards—with the nurses and attendants, or with the convalescents in the airing-ground. The probationary children would have remained in the probationary ward until washed, clothed in the house-dress, and examined by the medical officer; and, in some cases, a day or two longer, until he was satisfied that they were free from disease. Generally, they would be detained in the probationary ward a day and a night, and frequently longer. During this period they would be more or less exposed to the contagion of fever, and they would be liable to be removed, after having received the contagion, before it had developed its symptoms, and would thus have become the means of introducing fever into the common wards of the house.

To obviate this danger, I have removed the probationary wards to a portion of the building under the common sick wards, but having a separate entrance, and no communication with them.

Further, the foul wards and scald-head wards communicated with each other in the original design. I consider this arrangement objectionable.

I have therefore placed the foul wards under the fever wards, and have appropriated to each of them an airing-ground, separated

by piling from the yard of the convalescents for fever. As the foul ward will always be locked up, I do not think the children in them will take the contagion, and as the patients are *not* there for short terms, and then suddenly removed into the house, I do not consider it probable that by this arrangement fever would be introduced into the house.

I have altered the position of the staircase by which the sick-wards are approached, in order to separate the scald-head from the probationary patients, and I have given the scald-head patients a yard separate from the convalescent sick.

It is very important that the linen of the foul and scald-head wards—of the fever patients and of the sick—should be washed separately from the linen of the rest of the household; I have therefore provided a small wash-house and laundry for this purpose.

With these suggestions and alterations, I recommend your Lordships to inform the Poor Law Commissioners that the plans appear to be otherwise well adapted to the object for which they are prepared.

I have the honour, &c.,

(Signed)

J. P. KAY SHUTTLEWORTH.

*The Lords of the Committee  
of Council on Education.*

*To the Guardians of the Poor of the Manchester Union.*

GENTLEMEN,

70, Fountain-street, June 7, 1842.

IN accordance with your request I have carefully perused Mr. Kay Shuttleworth's Report to the Committee of Council on Education, respecting the design I submitted for the training school for the moral and industrial education of the children of the poor of the Manchester Union, proposed to be built at Swinton. I have also carefully examined the alterations which he has suggested in the different plans, and beg respectfully to submit the following opinions thereon:—

I consider the alterations suggested to be such as will greatly add to the efficiency of the proposed establishment, and had I possessed the information which the Report embraces on commencing my design, it would have been greatly modified; still the conveniences and alterations which the Report appears to render necessary have, upon the whole, been judiciously obtained.

As the alterations suggested in the plans will completely change the extent of the accommodation in each department, I have thought it advisable to go into a careful calculation of each, and as my result differs in many particulars from that given in the Report, it will be necessary to enter more fully into the cause of this difference.

In the Report I find the following very useful rule given:—

"One-third of the boys, and from one to two-thirds of the girls, will be daily employed in the workshops, in rotation, during school hours. The girls (from the extent of household duties, washing, cooking, sewing, mending, &c.), necessarily have much more manual employment than the boys. Supposing that the household contains 1200 boys and girls, and 300 infants, (their probable proportions,) it would not therefore be necessary to provide school-room for more than 400 boys out of 600, nor for more than 300 girls out of 600.

	As per own Calculation to altered Plans.	Mr. K. Shut- tleworth's Statement in Report.
I find that the boys' school, as altered, will accommodate	448	414
I also find that the girls' school, as altered, will accom- modate . . . . . }	332	336
	780	750

	As per own Calculation to altered Plans.	Mr. K. Shut- tleworth's Statement in Report.	As per general Rule in Report.
And that the dormitories in connexion with the boys' school will accommodate . . . }	507	553	672
And that the dormitories in connexion with the girls' school will accommodate . . . }	538	648	664
	1045	1201	1336

Both the boys' and girls' schools will be exactly the same size, and are to be fitted up precisely similar, except that the boys' school is increased in size by a recess in the middle thereof, and which will account for the increase in the accommodation it gives; and as I have applied the same principle of calculating the accommodation which each will give, (that is 18 inches of desk for each scholar,) I think the accommodation stated in the Report is not correct; for whilst I make the boys' school to contain 34 more scholars, the girls' school will not contain within four of the number given in the Report.

With respect to the dormitories, the plan of each has the number of single or double beds it will contain written thereon, and this has been done in London; I have therefore taken the numbers so given to be correct in the formation of my calculation as before given.

My opinion is that the dormitories might be made to contain more double and more single beds than the written number given on each; but I should like to know the exact size of a double bed and of a single bed, that when I get the outline of the different



dormitories in pencil I may calculate the exact accommodation which can be obtained in each department with more correctness.

In the Report the girls are all calculated to be accommodated in double beds, whilst upon the plans I find 90 girls are placed in single beds; were the rooms in which the single beds are placed fitted up with double ones, it would increase the accommodation by 48, making the entire accommodation for girls 586, or 62 less than the Report, and not less by 110, as in the foregoing statement.

It will also be seen that the accommodation given in the boys' dormitories is 46 less than in the Report, and 165 less than the rule given in the Report would appear to render necessary; and whilst the accommodation in the girls' dormitories is 110 less than the Report states it to be, it is 126 less than the general rule appears to require, so that there is a deficiency of accommodation in dormitories to the extent of 291 scholars.

From the deficiency of accommodation in the dormitories to the boys and girls' schools in that portion of the establishment to be first built, it becomes a question for your serious consideration whether the range of buildings containing the kitchen and the laundry departments should not have an additional story upon them, and built with the portion of the establishment first erected; for each of these stories would give accommodation for 67 single beds, 67 boys or girls; or for 55 double beds, 110 boys or girls, and there would still be a deficiency in the dormitories to the boys' and girls' schools to the extent of 75, should it not be found possible to make the dormitories contain more beds than was marked upon the plan of each in London.

Still I think this should not be finally determined upon until the actual accommodation which the dormitories to be first built is correctly ascertained in the manner I have previously suggested.

It may, perhaps, be well to state that both the additional stories I have named may be erected for 827*l*.

If the additional stories were built, the accommodation in dormitories to the boys' and girls' school would be less by 71 than if proportioned to the contents of the schools according to the general rule given in the Report calls for, the deficiencies in the dormitories to the infants' schools, according to the same rule, would be 112; and the accommodation in the infirmary and the foul and fever department, by the same rule, will be less by 62; but as no objection is raised to the infants' school department, or the infirmary, or foul and fever departments, all that appears necessary is to build the additional stories alluded to; for even then the general accommodation in the dormitories to the boys' and girls' schools will only exceed the number stated in the Report by 60, and will still be less than the general rule requires by 72. I can only account for the great difference betwixt the accommodation I can obtain in the boys' and girls' dormitories and that named in the Report, by supposing that the latter must embrace

the increased accommodation obtained by the additional stories, because they are alluded to in the description sent in with my design.

The general accommodation of the establishment will be as follows:—

	As per own Calculation to altered Plans.	Mr. K. Shuttleworth's Statement in Report.
Accommodation in boys' and girls' schools as before given	780	750
Accommodation in infants' school . . . . .	222	222
	1002	972

	As per own Circulation to altered Plans.	Mr. K. Shuttleworth's Statement in Report.	As per general Rule in Report.
Accommodation in boys' and girls' dormitories, as before given . . . . .	1045	1201	1336
Accommodation in infants' dormitories . . . . .	222	222	334
	1267	1423	1670
In double beds in probationary wards . . . . . 32			
In ditto scald-head yard . . . . . 40			
In ditto in infirmary department for diseases not contagious or infectious } 152			
Total . . . . .	224		
In single beds in foul ward . . . . . 24			
In ditto in fever ward . . . . . 24			
Total . . . . .	48		
Total in infirmary department, and in foul and fever department . . . . .	272	272	334
Total accommodation as per altered plans . . . . .	1539	1695	2004
If the additional stories are placed on the range of building containing the kitchen and the wash-house departments, accommodation may be obtained in 110 double beds for . . . . .	220		
The entire accommodation given in beds would then be . . . . .	1759		
Deficiency in infants' dormitories . . . . . 112			
Ditto in infirmary and sick departments . . . . . 62			
Ditto in dormitories to boys' and girls' schools . . . . . 71			
Total deficiency . . . . .	245		
	2004		

With respect to the changed position of the dining-room, and

dispensing with the chapel, there is nothing which can, in my opinion, call for it but an economical expenditure alone, and in this respect it will effect a saving of 1,548*l*. I do not consider it will confer any additional convenience worth naming, and it is sure to materially injure both the light and ventilation of the lower rooms in the range of buildings on each side of it, which will require borrowed lights out of the dining-room filled with ground-glass, to prevent the dining-room being overlooked out of the wash-house, kitchen, &c. If the dining-room must be in the changed position, I consider that the uses to which the rooms on each side of it are appropriated renders an effectual ventilation by a cross draught absolutely necessary. In that case the roof against the side walls could not exceed 9 or 10 feet in height; but it might almost rise to 30 feet in the middle, without materially injuring the light to the room on the second story of the range of buildings on each side. It would be necessary to keep the roof low on the sides to get an opening for ventilation over every window betwixt the dining-room roof and the ceilings of the kitchen, wash-house, laundry, &c.

It will also have a tendency to crowd the buildings too much together, and not permit that circulation of healthy atmosphere around them which is so desirable in an establishment of the kind contemplated.

If any religious services are to be observed in the dining-room on the Sabbath, will not a recess for a communion or altar be necessary at one end? Nothing of the kind is shown upon the plan, or alluded to in the Report.

The dining-room suggested will accommodate near 200 more than the one originally intended.

*Estimated Cost of the Alterations suggested.*

	<i>£.</i>	<i>s.</i>	<i>d.</i>
Additions to boys' school	516	0	0
Alterations in staircase and water-closets to boys' and girls' schools	198	0	0
Two additional stories in projections to laundry	80	0	0
Covered way betwixt dining-room and infants' school	120	0	0
New wash-house, &c.	75	0	0
Shed for workshops	100	0	0
Additional yard-walls	100	0	0
New dining-room, &c.	1,273	0	0
Total cost of additions	2,462	0	0
Total cost of dining-room and chapel as originally intended, including terraces to same	2,821	0	0
Deduct total cost of additions	2,462	0	0
Probable saving by alteration	359	0	0

	£.	s.	d.
Estimate of buildings proposed to be first erected, as } per original drawings . . . . .	17,531	0	0
Deduct probable saving . . . . .	359	0	0
Total amount of estimate . . . . .	17,172	0	0
Cost of additional story upon laundry and wash-house } department . . . . .	827	0	0
Total amount of estimate, with additional stories	17,999	0	0

For the following reasons I strongly recommend that the dining-room should be placed in its original position, and not in the open court as suggested on the revised plans.

If it is placed in the open court, it will prevent an efficient ventilation, by a cross draught of the rooms on the ground story in the range of buildings on each side of it, which is absolutely necessary, as the wash-house is in one range and the kitchen in the other; the cellaring under the latter would also be entirely deprived of a cross draught; the light also required in these rooms from the sides next the dining-room would have to be by borrowed lights out of it, which would be from the roof, and on that account not so good as if out of an open court. I should also fear the smell of dinner getting into the front part of the establishment, and it would have a tendency to crowd the buildings too much together.

The roof of any building placed in the open court would, of necessity, be a more expensive one, if any kind of ventilation must be given to the rooms on each side of it than the roof of a one-story building placed in the original position—so much so indeed as to render the latter mode quite as advisable on the score of expense, if in this situation the boys and girls would have to pass under a covered way, on each side of the open court, to reach the dining-room.

I find that a room 108 feet long (as on the original design) and 51 feet wide, in three roofs of equal span of 17 feet each, supported upon two rows of columns, will accommodate 1260, or 180 more than the one suggested in the open court, and although it has 30½ yards more of area, I think it would come quite as cheap. It might have windows in the side walls, assisted by skylights on the roof, and so that the side walls could be removed, to add an addition of 17 feet wide on each side, in case of future enlargement of the establishment.

Where are the infants to dine? No provision of the kind is shown on the revised plans, or alluded to in the Report. Must the general dining-room be increased in size for the purpose, as it immediately adjoins the infants' department; if so, for what number of infants must the increase be prepared?

I wish you could obtain me the average size of a double and of a single bed for the boys and girls, and also the size of the beds, whether double or single, for infants' schools, and also for the in-

firmly departments. These things are so different that it is difficult to meet two the same size, and if I could obtain something like the average quantity of cube space to each inmate in dormitories, it would be of great utility.

I suppose I cannot do better than follow the instructions contained in the works published by the Committee of Council on Education, as regards the forms and desks in schools; and as our platforms are given with three risers, I thought of making the highest platform level with the floors of the rooms and the landings of the staircases, and go down into the school-room by three steps with eight inch risers, making the floor of the school two feet below the floor of the room and landings.

As the laundry and kitchen will each have a separate court on each side of the dining-room, if in its original position, for what purpose is a portion of the girls' play-ground adjoining the wash-house walled off from it, as shown upon the revised plans?

I have, &c.

(Signed) RICHARD TATTERSALL.

*To the Guardians of the Poor of the  
Manchester Union.*

#### PLANS OF SCHOOL FOR MANCHESTER UNION.

Poor Law Commission Office, Somerset House,

June 23, 1842.

SIR,

I AM directed by the Poor Law Commissioners to transmit to you the accompanying copy of a letter which they have received from the clerk of the Board of Guardians of the Manchester Union respecting the plans of the Industrial and Training School for that Union, and to state that they have also forwarded to you the plans as returned to them by the guardians. I am to request, for the reasons stated in the clerk's letter, that you will give your early consideration to the changes suggested by the architect in the alterations which were recommended in your Report on the plans.

I have,

(Signed) E. CHADWICK, *Secretary.*

*J. P. Kay Shuttleworth, Esq.*

&c.      &c.      &c.

DEAR SIR,

Manchester, June 17, 1842.

I FORWARD the Report of Mr. Richard Tattersall, architect, on the alterations suggested in our Industrial and Training School plans by the Council of Education.

As the guardians do not feel at liberty to proceed with the erection in any way until the Commissioners have formally signified their approval of the design, may I beg of you to assist me in urging the matter forward to the utmost.

I will explain to you what my views are. I perceive clearly that if some immediate step is not taken in commencing the building, that it will have necessarily to be deferred till next spring, because if there is not time to get out and get in the foundations before the winter sets in, the damage that might arise to either, or both, will deter the Board from commencing operations till a safe period.

If we are to set-to forthwith (and as the conveyance is made I see nothing to prevent it) to dig and lay out the ground with the Poor Law Commissioners' approval, the estimates and tenders might be all going on, and in two months we might commence laying in the foundation, and, as I feel assured, complete it safely this year, so as to be able during the next year to finish the erection.

The changes suggested by Mr. R. Tattersall on the alterations recommended by the Council are so trivial that there will, I trust, be no difficulty in the Poor Law Commissioners at once issuing their approval.

Waiting anxiously to hear from you,

I am, &c.

*E. Chadwick, Esq.*

(Signed) NER GARDINER.

§c. §c.

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#### MANCHESTER UNION SCHOOL OF INDUSTRY.

GENTLEMEN,

Council Office, July 1, 1842.

I HAVE attentively perused Mr. Tattersall's letters on the report which I presented to you, suggesting certain alterations in his plan of the Manchester Union School of Industry.

I have already stated my approval of the general scheme of Mr. Tattersall's plan, which is as accurate in all respects as it could have been rendered without knowledge derived from experience in the working of such establishments.

Mr. Tattersall recognises the importance of the suggestions made in this department, with the exception of the alteration in the dining-hall.

That alteration was made solely for the sake of economy; and if this consideration has not sufficient weight with the guardians of the Manchester Union, I am not prepared to recommend the proposal as an improvement.

The dining-hall, however, must have dimensions equal to those of the plan altered in this office, and which are greater than those of Mr. Tattersall's original plan.

It is unnecessary to have a separate dining-hall for the infants. Their food would differ (especially amongst the younger children) from that of the boys and girls; and they would probably take all their meals a little earlier than the boys and girls. They could, therefore, use the dining-hall at these earlier hours.

Owing to the omission of detailed statements and of some pencil sketches of new rooms in the upper floor, Mr. Tattersall has been unable to ascertain the mode in which a sufficient number of beds can be placed in the boys' and girls' dormitories.

The whole accommodation which the guardians intend to provide is for 1500 children.

Somewhat more than 300 infants will be lodged in that part of the buildings which is assigned to them.

The accommodation for the sick, the fever, contagious, and probationary classes must be regarded as supplementary, but ought not to enter materially into the estimate of the capacity of the building in ordinary circumstances.

It is necessary, therefore, to provide accommodation for about 1200 boys and girls in three dormitories, which, with 300 infants, will make the whole capacity of the dormitories 1500.

Mr. Tattersall bases his calculations of what ought to be the capacity of the dormitories on the actual capacity of the school-rooms.

Whereas the schools ought to have a greater relative capacity than the dormitories, for three reasons:—

1. The children are arranged in classes according to proficiency.
2. Some of the classes will probably not be full, because the other children will not be prepared to enter them.
3. The classes which are not full must be separately conducted, and will each occupy as much space as a class which is full.

The capacity of the dormitories must, therefore, be absolute and not relative, and the capacity of the school-rooms must depend on the circumstances described in my previous report, but must also exceed what is relatively sufficient, independently of the three considerations stated above.

The capacity of the boys' and girls' dormitories must, therefore, be about 1200.

Owing to the omission of a schedule, showing how this accommodation was provided by the plans, and of one or two sketches on the plan to describe the rooms in the highest story, Mr. Tattersall has not had the means of satisfying himself that this accommodation was actually provided by the plan as altered in this office.

I subjoin a schedule of the accommodation provided in each bed-room, and sketches of the upper stories have been drawn upon the plan.

The whole calculation has been carefully examined again by the architect of this department, and some slight alterations in the arrangement of the beds have consequently been made; but the general result confirms the previous calculation.

I have, &c.,

(Signed)

J. P. KAY SHUTTLEWORTH.

*The Poor Law Commissioners,*

§c.      §c.      §c.

Committee of Council on Education, Council Office,  
Whitehall, March 19, 1843.

SIR,

THE Committee of Council on Education having it in contemplation to publish some plans of the district schools likely to be established under the provisions of a Bill containing clauses relative to the education of pauper children, are desirous to be furnished by your architect with plans of the Manchester Union School of Industry for pauper children.

These plans should be carefully drawn for the lithographer, about the size of one of the enclosed plans, in order that they may be inserted in the volume of the Minutes of the Committee of Council, published in octavo, for the information of persons interested in the promotion of elementary education.

The Committee would be glad to have the drawing of these plans at as early a period after Easter as may be convenient to the architects.

I have, &c.

(Signed) J. P. KAY SHUTTLEWORTH.

*Ner. Gardiner, Esq.,*

Clerk to the Guardians of the Union, Manchester.

SIR,

Manchester, June 13, 1842.

THE architect for the Manchester Union Industrial and Training Workhouse School has prepared a set of plans of it, of the size you named, for the use of the Council of Education, which, as he is in London, he will hand to you.

It may be interesting to you to know that considerable progress has been made in the erection already. I was enabled, by the promptitude of the Board of Guardians, to get in the foundations during the winter, and the builders are now actively engaged on the superstructure.

I have, &c.

(Signed) NER GARDINER,

*J. P. Kay Shuttleworth, Esq.*

*Clerk to the Board.*

§c. §c. §c.

P.S. I presume that you have not forgotten that we were formerly engaged on the same inquiries, having reference to the subject in hand, as members of the Education Committee of the Statistical Society of Manchester. We were also on the committee for endeavouring to establish a friendly burial, &c., society, that met at the Provident Society's office, which it is much to be regretted (on account of the inhabitants of Manchester) was abandoned in consequence of some casual proceeding in the House of Commons.

It is gratifying that Manchester, which originated the first Statistical Society, should also be the first on a large scale to carry out the principles of education in England.



## PLANS ADOPTED.

Boys' school is arranged to accommodate	450
Girls' school ditto ditto	302
<b>Total accommodation in boys' and girls' school</b>	<b>752</b>
<i>Note.</i> —If another desk is placed to the two centre ranges in girls' school only, it will increase the accommodation in that school by	
	28
<b>Total accommodation in both schools</b>	<b>780</b>
40 Single beds for boys on first floor	
16 Single beds for ditto on ditto	
67 Single beds for ditto on ditto	
<b>123 Total of single beds for boys on first floor</b>	<b>123</b>
40 Single beds for boys on second floor	
16 Single beds for ditto on ditto	
67 Single beds for ditto on ditto	
44 Single beds for ditto on ditto	
<b>167 Total of single beds for boys on second floor</b>	<b>167</b>
<b>Total single beds in boys' dormitories</b>	<b>290</b>
145 Double beds in large dormitory on second floor	290
<b>Total accommodation in boys' dormitories</b>	<b>580</b>
36 Double beds for girls on first floor.	
13 Double beds for girls on ditto.	
53 Double beds for girls on ditto.	
<b>104 Double beds on first floor will accommodate girls</b>	<b>208</b>
36 Double beds for girls on second floor.	
13 Double beds for girls on ditto.	
55 Double beds for girls on ditto.	
<b>117 Double beds for girls on ditto.</b>	
<b>221 Double beds on second floor will accommodate</b>	<b>442</b>
<b>325 Double beds on first and second floors will accommodate girls</b>	<b>650</b>
22 Double beds for infants on ground floor.	
22 Double beds for ditto on ditto.	
<b>44 Double beds on ground floor will accommodate infants</b>	<b>88</b>
12 Double beds for infants on first floor.	
30 Double beds for ditto on ditto.	
23 Double beds for ditto on ditto.	
<b>65 Double beds on first floor will accommodate infants</b>	<b>130</b>
<b>109 Double beds on ground and first floors will accommodate infants</b>	<b>218</b>
9 Double beds for boys in scald-head ward on ground floor	
9 Double beds for girls in scald-head ward on ditto	
<b>18 Double beds on ground floor will accommodate boys and girls</b>	<b>36</b>

7 Single beds for boys in probationary ward on ground floor.	
7 Single beds for girls in probationary ward on ditto.	
14 Single beds on ground floor for boys and girls will accommodate . . . . .	14
15 Single beds for boys in foul ward on ground floor.	
15 Single beds for girls in foul ward on ditto.	
30 Single beds on ground floor for boys and girls will accommodate . . . . .	30
16 Single beds for boys in fever ward on first floor.	
16 Single beds for girls in fever ward on ditto.	
32 Single beds on first floor for boys and girls will accommodate . . . . .	32
37 Single beds for boys in infirmary on first floor.	
37 Single beds for girls in infirmary on ditto.	
74 Single beds on first floor for boys and girls will accommodate . . . . .	74
Total accommodation in boys' dormitories to school . . .	580
Total accommodation in girls' dormitories to school . . .	650
Total accommodation in dormitories to schools for boys and girls . . . . .	1230
Total accommodation for infants in dormitories . . . . .	218
Total accommodation for boys and girls in scald-head wards . . .	36
Total accommodation for boys and girls in probationary wards . . . . .	14
Total accommodation for boys and girls in foul wards . . .	30
Total accommodation for boys and girls in fever wards . . .	32
Total accommodation for boys and girls in infirmary . . . . .	74
Total accommodation in dormitories for boys and girls . . .	1634
Single beds in boys' department . . . . .	290
Single beds in probationary wards for boys and girls . . .	14
Single beds in foul wards for ditto— . . . . .	30
Single beds in fever wards for ditto . . . . .	32
Single beds in infirmary for ditto . . . . .	74
Total accommodation in single beds . . . . .	440
Total accommodation in double beds . . . . .	1194
	1634
In the dining-room are 80 tables, each 20 feet 8 inches long, and each will accommodate 15 boys or girls, or . . .	1200

## CORRESPONDENCE relating to the Plans of the SCHOOL OF INDUSTRY for Pauper Children at LIVERPOOL.

Poor Law Commission Office, Somerset House,  
November 30, 1842.

SIR,

I AM directed by the Poor Law Commissioners to transmit to you a copy of a letter which they have received from the Select Vestry of the parish of Liverpool, relative to the plans of a new school for the pauper children of that parish.

The Commissioners also transmit to you the plans of the school, and they will be much obliged by your causing the same to be examined, and by your favouring them with your opinion upon the plans. The specifications did not accompany the plans, but the Commissioners have written for them, and will transmit them to you as soon as received.

I have, &c.,

(Signed) E. CHADWICK, *Secretary.*

J. P. Kay Shuttleworth, *Esq.,*

&c.

&c.

HON. SIRS,

Select Vestry Room, Liverpool, November, 24, 1842.

I HAVE the honour to inform you, that the plans for the new sub-workhouse at Kirkdale, as approved of by the Select Vestry, have this day been forwarded to your address for the purpose of receiving your examination and approval before the works can be begun.

As soon as they are commenced it will give employment to a considerable number of labourers, and as there are many such able-bodied men now requiring relief, it would be very desirable to employ them in preference to having the parish funds unprofitably used for their support. In the event of your requiring any explanation the architects are Messrs. Lockwood and Allom, of your city.

I have, &c.,

(Signed) NATHAN LITHERLAND,

*The Poor Law Commissioners,*

*Secretary.*

&c.

&c.

Poor Law Commission Office, Somerset House,  
December, 8, 1842.

SIR,

I AM directed by the Poor Law Commissioners to transmit to you the accompanying copy of a letter which they have received from the Secretary to the Select Vestry of the parish of Liverpool, on the subject of the estimate and specifications of the new workhouse school for that parish.

I am to state that the Commissioners will endeavour to procure the specifications from the architects.

I have, &c.,

(Signed) E. CHADWICK, *Secretary.*

J. P. Kay Shuttleworth, *Esq.,*

&c.

&c.

*Relating to the Sub-workhouse at Kirkdale.*

GENTLEMEN,

Liverpool, December 6, 1842.

I HAVE the honour to inform you that I have this day placed your letter of the 30th ultimo before the meeting of the Select Vestry, and am instructed to say in reply, that the estimate of the expense of building the intended sub-workhouse at Kirkdale will be about 11,500*l.*; but the specifications cannot besent you, as they are not yet received from the architects; in the meantime the Select Vestry will be glad to be informed if you approve of the plans already sent you.

I have, &c.

(Signed)

NATHAN LITHERLAND,

*The Poor Law Commissioners,*

*Secretary.*

&c.

&c.

SIR,

Liverpool, December 12, 1842.

IN our late interview with you relative to the new sub-workhouse at Liverpool, it appeared necessary to you, from facts proved by experience, that the following additions should be made in our plans for that building:—

- 1st. Provision of single beds for boys above 10 years of age.
- 2d. Workshops for tailors, shoemakers, carpenters, blacksmiths, and whitesmiths, with additional space for washhouse and laundry.
- 3d. Wards for the infected, and for cases of contagious diseases,\*separate from the usual sick ward.

Having made these additions to our plan with the strictest regard to economy, we herewith beg to submit them for your inspection and decision.

To obtain room for 150 single beds (the number required) involves the necessity of enlarging the dormitories. This we propose to do by raising the walls above the two school-rooms in the wings to a level with the general centre. The required alteration will thus be made at the least possible cost, and without injury to the ocular effect of the building.

In the present plan, workshops are also provided for the several trades, contiguous to the play-ground, with separate yard for materials, &c.

The washhouses and laundry are also enlarged.

By the mode now submitted, the infirmary for contagious diseases is completely detached, and means furnished for further separating those classes of cases known to be most prevalent. A distinct washhouse and other conveniences for this department are also hereby provided.

The calculations subjoined will exhibit the differences in the respective plans.

## ORIGINAL PLAN.

## No. 1.—Boys :—

Second Floor, A,	14 double beds	.	.	.	28
B,	84 ditto	.	.	.	168
C,	11 ditto	.	.	.	22
First Floor, A,	14 ditto	.	.	.	28
B,	84 ditto	.	.	.	168
Infirmary.	26 single beds	.	.	.	26
					<hr/> 440

## Girls:—

Ditto	ditto	.	.	.	440
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## Infants :—

Second Floor, A,	50 double beds	.	.	.	190
First Floor, A,	50 ditto	.	.	.	100
B,	58 ditto	.	.	.	116
					<hr/> 316
					<hr/> 1196

Second Floor, 6 attendants' room.

First Floor, 6 ditto.

## PLAN NO. 2, AS RECOMMENDED.

## Boys:—

Second Floor, A,	39 single beds	.	.	.	152
B,	96 ditto	.	.	.	
C,	17 ditto	.	.	.	
D,	58 double beds	.	.	.	116
First Floor, A,	64 ditto	.	.	.	128
B,	11 ditto	.	.	.	22
Infirmary,	26 single beds	.	.	.	26
					<hr/> 444

## Girls:—

Second Floor, A,	64 double beds.				
B,	14 ditto				
C,	58 ditto				
First Floor, A,	64 ditto				
B,	11 ditto				
					208
Infirmary,	26 single beds	.	.	.	26
					<hr/> 416
Infants, as per No. 1	.	.	.	.	316
					<hr/> 1202

Second Floor, 6 attendants' rooms.

First Floor, 4 ditto.

## HOSPITAL.

## Boys:—

Fever ward	.	.	.	40 beds
Scald head	.	.	.	20 ditto
Foul	.	.	.	20 ditto
Convalescent	.	.	.	18 ditto

## Girls:—

Ditto	ditto	.	.	98 ditto
		.	.	98 ditto

Total . 196 ditto

3 Nurses Bed-rooms.

2 Nurses Day-rooms.

Hoping we shall be found to have complied with as much success as zeal and diligence with the spirit of your benevolent wishes in the proposed extension of plan,

We have, &c.

(Signed) LOCKWOOD AND ALLOM.

J. P. Kay Shuttleworth, Esq.  
&c. &c.

Committee of Council on Education, Council Office,  
Whitehall, December 12, 1842.

GENTLEMEN,

THE plans prepared by Messrs. Lockwood and Allom for the Liverpool School of Industry for Pauper Children have been carefully examined in this department.

Finding that the general design of the schools was good, I sent for Messrs. Lockwood and Allom to this office, and explained to them more fully than they had previously been informed the nature of the establishment for which they had to provide. Their plan, as far as it provided for the wants of a school of industry was simple, well contrived, and capable of extension, but it contained no sufficient arrangements,

1. For the workshops of the boys and girls.
2. For the dormitories of the elder boys.
3. For cases of contagious disease.

First. The school would be deprived of its peculiar character as a place for training pauper children in industry, if the workshops are not quite as extensive as they now are in a plan which has been drawn by Messrs. Lockwood and Allom, by my suggestion. They have neatly and effectually provided for this deficiency. Their workshops are conveniently situated, are now of sufficient size, and are as numerous as is desirable.

Second. They have provided more extensive sleeping apartments for the children, because in the former plans the beds were too closely placed, and no single beds were provided for boys above 12 years of age.

The present arrangement of the sleeping apartments is effected at little expense, and is an important improvement on the former plan.

Third. Messrs. Lockwood and Allom had no experience to guide them, and were without instructions respecting the necessity of making extensive separate arrangements for the treatment of the infectious and contagious diseases to which pauper children are peculiarly liable.

I explained to them the great difficulty at all times experienced in preventing the introduction of itch and scald head into such houses, and the difficulty with which these diseases are eradicated when once they have gained possession of the household.

I gave them several examples of the very rapid spread of con-

tagious ophthalmia, of scarlet fever, measles, hooping-cough, and of the worst forms of continued fever among children in such establishments, in which abundant means did not exist for the immediate separation of the infected from the healthy children.

You are aware that many hundreds of children have suddenly been attacked by these diseases in such establishments, when the progress of the maladies might have been prevented by separate wards and yards, adapted to the reception of these cases.

I put into the hands of Messrs. Lockwood and Allom the Report on the training of pauper children, and called their attention to those passages in which these subjects are discussed, and requested them to make arrangements for contagious wards, and similar to those described therein.

The plans now returned to you contain the proposed arrangements, and appear in all respects well entitled to your approbation.

I have, &c.

(Signed) J. P. KAY SHUTTLEWORTH.

*The Poor Law Commissioners,*

&c. &c.

Poor Law Commission Office, Somerset House,  
December, 17, 1842.

SIR,

I AM directed by the Poor Law Commissioners to transmit to you, for your information, the accompanying copy of a letter, which they have addressed to the Select Vestry of the parish of Liverpool, on the subject of the plans of the proposed new workhouse school for that parish.

I have, &c.

(Signed) E. CHADWICK, *Secretary.*

*J. P. Kay Shuttleworth, Esq.*

&c. &c.

### *Plans of Sub-workhouse.*

Poor Law Commission Office, Somerset House,  
December 17, 1842.

SIR,

I AM directed by the Poor Law Commissioners to transmit to you, for the information of the Select Vestry of the parish of Liverpool, the accompanying copy of a letter to the Commissioners from Mr. Kay Shuttleworth, the Secretary to the Committee of Council on Education, on the plans of the proposed sub-workhouse for the parish of Liverpool, together with a copy of a letter addressed to him by the architects, Messrs. Lockwood and Allom.

It will be observed that some alterations have been made by the architects in the plans, upon the suggestions of Mr. Kay Shuttleworth.

He also recommends, in a subsequent communication which the Commissioners have received from him, the adoption of the simple and inexpensive mode of ventilation described in the first volume of the Minutes of the Committee of Council (p. 65), of which a copy is enclosed.

He further states, "I forgot in my Report to notice that the dining-hall will accommodate only half the children at one time, and that, consequently, every meal will have to be taken at two separate periods. This is very undesirable, but to increase the size of the dining-hall so considerably would greatly add to the expense of the building, and the workshops and contagious wards are indispensable."

The Commissioners are desirous that the Select Vestry should take the above recommendations and remarks into their consideration. They would also suggest whether the cloisters in the front of the building might not be omitted, unless they are intended for some useful purpose of which the Commissioners are not aware. They will occasion a considerable expense, and appear to the Commissioners to be unnecessary.

The Commissioners are prepared to approve the plans when the Select Vestry have come to a decision on the points above adverted to. They will send the plans immediately to you on your applying for them, if the Select Vestry should wish to see them again with the alterations before they are finally approved.

I am, &c.

(Signed) E. CHADWICK, *Secretary*.

*Nathan Litherland, Esq.*

&c.      &c.

Poor Law Commission Office, Somerset House,  
January 3, 1843.

GENTLEMEN,

I AM directed by the Poor Law Commissioners to transmit to you the accompanying copy of a letter which they have received from the Secretary to the Select Vestry of the parish of Liverpool, relative to the plans of the proposed sub-workhouse at Kirkdale, and I am to request your observations thereon.

I have, &c.,

(Signed) E. CHADWICK, *Secretary*.

*J. P. Kay Shuttleworth, Esq.*

&c.      &c.

*Sub-workhouse, Kirkdale.*

GENTLEMEN,

Liverpool, December 29, 1842.

I HAVE the honour to acknowledge receipt of the plans of the sub-workhouse at Kirkdale, and your letter of the 17th instant,



with its enclosures from Mr. Kay Shuttleworth and Messrs. Lockwood and Allom; and I am instructed to say that the plans in their altered state, as received from you, have, after due inspection, been approved of. The Building Committee will further consider the question of ventilation described in the Minutes of the Committee of Council, but they do not see how the size of the dining-room can conveniently be increased; and that the Committee think the cloisters will be useful, and wish to retain them.

I have, &c.

(Signed) NATHAN LITHERLAND, *Secretary*.

*The Poor Law Commissioners,*

&c. &c.

GENTLEMEN,

Council Office, Whitehall, January 4, 1843.

As the Building Committee of the Liverpool<sup>e</sup> Vestry have approved the plans as altered by the architect, under the superintendence of this office, I do not think it desirable that the Commissioners should withhold their approval of the plans as now altered, because the dining-hall is not enlarged, and because the corridors are retained.

It may, however, be well to point out to the Building Committee the inconvenience which will be experienced by having a dining-hall only large enough to contain half the children at each meal,

1. The meals must be twice served, and the first portion must either be taken in great haste or the second served cold. This inconvenience can only be avoided by having an apparatus to keep the food warm which is to be served to the second body of children.

2. The removal of the vessels used for the first body of children must be conducted with great haste, and will occasion a further postponement of the second meal. The time thus occupied by dinner will be double the usual period, with the further addition of an interval for the removal of the vessels and remnants of the first dinner. This will be equally true of every other meal.

3. The time occupied by the meals of the children will thus be nearly three times as long as if a dining-hall of sufficient capacity to contain the whole number were provided.

4. The interference of this arrangement with the daily routine of school discipline; employment, and recreation, and the additional labour which will thus be imposed upon the officers, need only be glanced at.

On this account the dimensions of the dining-hall are seriously defective.

The building of the corridors is a question of expense, but I

should think the omission of the cloisters and the expansion of the dining-hall a beneficial change.

I have, &c.

(Signed) J. P. KAY SHUTTLEWORTH.

*The Poor Law Commissioners,*  
    &c.                      &c.

Poor Law Commission Office, Somerset House,  
January 6, 1843.

SIR,

I AM directed by the Poor Law Commissioners to acknowledge the receipt of your letter of the 4th instant, and to express their thanks for the observations which you have communicated to them with reference to the plans of the proposed sub-workhouse for the parish of Liverpool.

I am to transmit, for your information, a copy of a letter which the Commissioners have addressed to the Select Vestry of Liverpool, embodying the objections which are pointed out by you to the present arrangement of the dining-hall.

I have, &c.,

(Signed) E. CHADWICK, *Secretary.*

*J. P. Kay Shuttleworth, Esq.*  
    &c.                      &c.

Poor Law Commission Office, Somerset House,  
January 6, 1843.

SIR,

I AM directed by the Poor Law Commissioners to acknowledge the receipt of your letter of the 29th ultimo, and to state, in reply, that the Commissioners are willing to signify their approval of the plans of the sub-workhouse at Kirkdale, by affixing their seal and signatures thereto, on the plans being returned to this office for that purpose.

The Commissioners at the same time (although not withholding their sanction from the plans on that account) think it their duty to point out to the Select Vestry the inconvenience which will be experienced by having a dining-hall large enough to contain only half the children at each meal.

1. The meals must be twice served, and the first portion must be taken in great haste or the second served cold. This inconvenience can only be avoided by having an apparatus to keep the food warm which is to be served to the second body of children.

2. The removal of the vessels used for the first body of children must be conducted with great haste, and will occasion a further postponement of the second meal.

The time thus occupied by dinner will be double the usual period, with the further addition of an interval for the removal

of the vessels and remnants of the first dinner. This will be equally true of every other meal.

3. The time occupied by the meals of the children will thus be nearly three times as long as if a dining-hall of sufficient capacity to contain the whole number were provided.

4. The interference of this arrangement with the daily routine of school discipline, employment, and recreation, and the additional labour which will thus be imposed upon the officers, need only be glanced at.

On this account the Commissioners think the dimensions of the dining-hall are seriously defective.

The building of the cloisters is merely a question of expense, but they cannot but consider that the omission of the cloisters and the expansion of the dining-hall would be a beneficial change.

I am, &c.,

(Signed) E. CHADWICK, *Secretary.*

*N. Litherland, Esq.*

*&c. &c.*

# STATISTICS OF APPLICATIONS,

§f.    §c.    §c.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.					
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
1841 July 26	Liquidation of debt, and to erect walls.	Aberdeen Bon Accord.	Scotch	The	Minister and Elders				
1842 Feb. 7	The erection of a school- house.	Eversholt . . . .	National	1	6	..	..	..	..
— Jan. 22	Ditto . . . . .	Bellwa Garmon .	N.	..	..	..	..	..	..
1841 Dec. 14	Ditto . . . . .	Birch, Manchester	N.	..	..	..	..	..	..
1842 Feb. 23	Ditto . . . . .	Tring . . . . .	N.	1	Churchwardens and Overseer				
1841 Nov. 16	Ditto . . . . .	Eccleston, St. Thomas.	N.	..	..	..	..	..	..
— Dec 16	Ditto . . . . .	Upon, St. Mary, Chester.	N.	1	4	..	..	..	..
1842 Mar. 19	Ditto . . . . .	Watton . . . . .	N.	1	1	1	1	..	1
1841 Mar. 20	Ditto . . . . .	Southwick . . . .	N.	..	..	..	..	..	..
1842 Jan. 14	Ditto . . . . .	FramptonCotterell	N.	1	Churchwardens and Overseer				
— „ 27	Purchasing a building for the purposes of a school and residence.	Glyndiffdwy . . .	British	..	.	..	..	..	..
— Mar. 17	Enlarging school-house, and erecting master's house.	Market Harbo- rough.	National	..	..	..	..	..	..
1840 Sept. 8	The erection of a school- house.	Newton in Slaid- burn.	N.	1	6	..	..	..	..
1841 Mar. 13	Ditto . . . . .	Aberfeldy . . . .	Scotch	2	2	..	..	..	..
— Dec. 15	Ditto . . . . .	Frittenden. . . .	National	1	1	..	1	3	2
— „ 28	Ditto . . . . .	Market Welgilton	N.	1	Churchwardens and Overseer				
— Sept. 18	Ditto . . . . .	Boxmoor . . . .	N.	1	Churchwardens and Overseer				
1842 Apr. 14	Ditto . . . . .	Coxley . . . . .	N.	1	Churchwardens and Overseer				
1841 Dec. 21	Ditto . . . . .	Blackley . . . .	N.	2	2	..	3	4	2

Extent of		Population of District from which Children will assemble,	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
..	..	4,500	..	..	..	..	404
110 by 72 feet about	87 by 90 feet.	1,000	Town estate, 10l. .	12	..	..	159
20 by 12 yards	20 by 5 yards.	350	..	..	..	..	62
800 square yards.	36 by 34 feet, each school.	2,000	..	..	Independent infant and Sunday school.	150	200
1/4 of an acre.	1/4 an acre.	4,239	..	..	Sunday schools . . . . .	..	334
92 by 57 ft. 6 in.	Boys',—150 sup. yds. Girls',—110 sup. yds.	3,000	..	..	School-room in a factory given by Mr. Greenall.	90	167
1/4 of an acre	..	434	..	..	School supported by Mr. Greenall . . . . .	34	..
..	2 acres.	4,000	..	..	..	..	93
65 by 53 feet.	Village green.	843	..	..	Two in Saham Toney; Sunday school at Ovington; ditto at Carbrooke; weekly and Sunday school at Merton. Inefficient dame schools.	140	166
1/4 of an acre.	..	2,000	..	..	Wesleyan Sunday school; Independent ditto.	..	133
50 by 47 feet.	50 by 15 feet.	545	..	..	..	..	160
81 by 48 feet.	149 square yards.	2,800	A free school, 25l. .	15	British school . . . . .	500	67
45 by 22 feet.	A piece of waste land.	400	..	..	A school founded by W. Brabbling for the use of Quakers.	6	156
1/4 of an acre.	..	1,500	Village school, 15l. .	60	..	..	112
1/4 acre, 16 1/2 perches.	50 by 80 feet. 80 by 70 feet.	800	..	..	..	..	200
..	1 acre.	2,400	Shipton school, 8l. . Sanston ditto, 20l. .	11 25	..	..	124
3 1/2 poles.	20 poles.	2,000	..	..	Sunday school . . . . . Baptist school . . . . .	71 127	221
34 by 18 feet.	..	600	..	..	Several dame schools. One or two small dame schools.	..	146
210 square yards.	..	800	..	..	..	..	77
							147

Continued on pages 782, 783.

At	Total estimated Expense of School Buildings.							Total estimated Expense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelings, &c.	Master's House.			
Aberdeen Bon Accord.	..	..	..	..	..	..	..	..	..	..
Eversholt . . . .	..	400	including fences, fittings, and architect's expenses.					400	269	30 N. S.
Bettws Garmon . .	Legal expenses 5	91	including master's house and offices.					96	50	10 N. S.
Birch, Manchester	..	490	..	..	130	..	240	860	513 15	..
Ting . . . . .	..	438 10	100	..	100	..	171	809 10	370	80 N. S.; 50 Diocesan Board, 50 N. S.
Eccleston, St. Thomas.	..	550	..	..	..	..	..	550	200	..
Upton, St. Mary, Chester.	20	125	Conveyance. 7	..	3	..	85	240	135	30 N. S.
Watton . . . . .	..	315	95	..	10	32 Engine & coal-house.	150	512	262 10	40 N. S.; 20 Swaffham Board.
Southwick . . .	..	335	..	..	..	..	..	325	100	35 N. S.; 50 Diocesan Board, 25 N. S.
Frampton Cotterell.	15	225	90	Legal expenses 10	..	..	..	270	110	..
Glyndidwy . . .	..	71 5	15	Deed. 6	..	..	..	92	46	..
Market Harborough.	..	170	..	..	..	..	50	220	160	10 N. S.
Newton in Slaidburn.	..	249 16 6	..	..	..	..	..	249 16 6	77	20
Aberfeldy . . . .	..	397 5 7	..	..	30	..	207 19 5	637 5	250	..
Frintenden . . .	..	270	40	Legal expenses 10	20	..	..	150	205	30 N. S.; 50 Diocesan Board, 50 N. S.
Market Weighton	..	588 8	..	..	..	..	..	588 8	300	..
Boxmoor . . . .	25	545	..	Legal expenses 10	130	5	256	961	620	50
Coxley . . . . .	10	112 14 6	40	Office and Legal expenses. 7 5	..	..	..	170	25 10	30 N. S.; 20 Diocesan Board.
Blackley . . . .	Legal expenses 10	238	..	..	9	..	..	257	15	35 N. S.

Amount derived from Sale of old School Property, or from Sale of Patrimonial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£. s.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	17	..	..	..	..	..	Refused.	..	..
..	..	110 about.	..	32	..	30	4	66	80	80	..
..	..	30 at least.	12	..	..	10	..	..	30	..	..
..	..	373 5 Exclusive of titings and legal expenses.	The interest taken by the wealthier portions of the inhabitants will not suffer the schools to languish if once established.						100	..	..
..	..	300	..	15	..	10	..	25	182	182	..
..	£..	200	..	40	..	28	..	68	85	..	..
..	..	85	15	5	..	15	..	35	70	70	..
..	..	189 9	53	..	..	13 6 8	..	66 6 8	83	..	..
..	..	140	There is reason to expect that the subscription and school-fees will afford sufficient funds for carrying on the school.						70	70	..
..	40 Ground, &c.	100	50	..	..	25	..	75	80	80	..
..	..	46	10	2	..	20	..	32	35	35	..
..	..	50	60	..	10	1d. per week per child.	10 Sermon.	..	60	60	..
..	..	It is uncertain, but the Trustees, along with the Rector, have hitherto afforded education to a small extent to the poor, and are anxious to extend it.						60	60	..	..
..	..	387 5	..	5	..	..	..	..	200	200	..
..	..	65	..	40	..	20	..	60	65	65	..
..	..	240	45	..	..	..	..	45	140	..	..
..	25	271	40	5	..	25	..	70	75	75	..
..	30 Carriage.	51 10	There is reason to believe that the poor will gladly send their children at the low charge of 1d. per week, in sufficient number (with other aids), to remunerate a competent school mistress.						60	60	..
..	..	207	15	..	..	2d. per week.	..	..	100	100	..



Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.							
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.	
1842 Jan. 23	The erection of a school-house.	Brede . . . . .	N.	1	Churchwardens and Overseers						
— Apr. 14	Rebuilding school . . .	Kirk Yetholme .	Scotch	1	5	..	..	..	..	..	
1839 Nov.	The erection of a school-house.	Ayr . . . . .	Scotch	3	2	..	..	..	..	..	
1841 Dec. 29	Effecting repairs, and building an infant school.	Islington, St. Mary	N.	..	..	..	..	..	..	..	
1842 Mar. 31	The erection of a school-house.	East Pennard . .	N.	1	Churchwardens and Overseers						
— Jan. 23	The completion of a school.	Port Patrick . . .	Scotch	The Heritors and Kirk Session							
1841 Dec. 27	The erection of a school-house.	Ferneux Pelham	National	1	Churchwardens and Overseers						
1842 Jan. 17	Converting a building into a school.	Wigmore.	N.	3	3	..	..	..	..	..	
— Feb. 23	Rebuilding school and master's house.	Couchan, Isle of Man.	N.	Vicar and Churchwardens						..	..
1841 Nov. 5	The erection of a school-house and master's house.	Wetley Rocks . .	Church	1	Chapel Wardens				..	..	
1840 Dec. 31	Ditto . . . . .	Finchley . . . .	British	Trustees of Chapel				..	..	..	
1841 Mar. 23	Ditto . . . . .	Chelsea, Christ Church . . . .	National	1	and Churchwardens				..	..	
1842 May 21	The erection of a school-house.	Tendring . . .	N.	1	and Churchwardens				..	..	

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
$\frac{1}{3}$ rd of an acre.	$\frac{1}{4}$ of an acre.	1,000	Interest of 303 <i>l.</i> 13 <i>s.</i> 1 <i>d.</i> , 3 per cent. bequeathed by Rev. Rob. Hill towards support of Sunday school.	..	A school connected with church. Methodist Sunday school	90 60	168 ..
460 square yards. 97 poles.	.. 87 poles.	700 to 800 16,000	.. Captain Smith's School, with an endowment of 2,000 <i>l.</i>	.. 200	Two schools .. School in Wallacetown Ditto in Newtown ..	.. 160 82	108 204 ..
..	Boys'—80 by 20 ft. Girls'—80 by 20 ft. Infants'—651 by 50 ft.	4,773	100 <i>l.</i> ..	..	Union Chapel school ..	180	187
3 perches.	..	651	..	..	A school held in a cottage. Dame school, Wesleyan.	30	70
1 rood.	189 square yards.	400	..	..	..	..	62
74 by 58 feet.	42 by 10 feet.	700	Miss Wheatley's, consisting of 2 acres of land, a barn, and a cottage occupied by the school-mistress.	..	..	..	100 .
20 by 12 yards.	..	506	..	..	..	..	64
100 square feet.	99 by 82 feet.	1,400	Impropriated Fund, 5 <i>l.</i> 10 <i>s.</i> Lady Hasting's Charity, 2 <i>l.</i> 13 <i>s.</i> 7 <i>d.</i> Interest of 10 <i>l.</i> —8 <i>s.</i> 7 <i>d.</i>	..	A private school ..	20	77
50 by 40 yards.	..	840	Cheddleston school, 13 <i>l.</i>	..	A girls' school at Consall A few dame schools.	..	159
94 by 40 feet.	60 by 40 feet.	1,600	..	..	National school ..	..	119
127 by 39 feet.	..	3,500	..	..	A small Sunday school at the Baptist chapel.	..	318
4 perches.	..	760	..	..	Sunday school .. Four dame schools ..	100 80	720

At	Total estimated Expense of School Buildings.							Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelings, &c.	Master's House.	Total estimated Expense.	
Brede . . . . .	£. 25	£. 325 including fittings.	£. ..	£. ..	£. ..	£. ..	£. ..	£. 350	£. 115 0 50 N.S.
Kirk Yetholme . .	..	230	..	..	..	..	..	230	80 ..
Ayr . . . . .	..	726 19 drains not included.	..	..	..	..	..	..	912 2 of which 400, is reserved for endowment.
Islington, St. Mary.	..	200	70	Architect and legal expenses. 70	140 and play ground.	..	500 repairs, &c.	930	664 12 5 75 N.S.
East Pennard . .	3 10	112	13	Legal expenses.	..	..	..	157 10	94 15
Port Patrick . .	..	137 including master's house.	Legal expenses 3	..	15	..	..	153	74 ..
Furneaux Pelham	25	170	20	Architect 10 10 0	30	..	..	255 10 0	170 25 N. S.
Wigmore . . . . .	..	59 17 0	..	..	..	..	42 12 0	102 9 0	50 ..
Couchan, Isle of Man.	112	105	..	..	10	..	90	317	80 ..
Witley Rocks . .	..	465 19 7	..	..	..	..	176 11 0	642 0 6	362 10 0 40
Pinchley . . . . .	..	260	40 Legal & other expense.	..	..	..	..	300	200 ..
Chelsea. Christ Church.	..	730	50	.. Legal expenses 8	15	..	402	1,197	475 75 N. S.
Tending . . . . .	..	245	10	..	..	20	..	283	166 4 0 25 Essex Diocesan Board.

Amount derived from Sale of old School-house, or from Sale of Parochial Property.		Amount derived from other sources.		Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
£.	s.	£.	s.		Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	160	..	25	5	25	..	55	85	85	85	85	85	
..	150	..	..	..	25 to 30	..	..	80	80	80	80	80	
..	300 including drain.	30	..	20 interest of £400.	10	..	60	200	200	200	200	200	
..	240	200 to 205	105	25 to 30	..	..	..	Refused.	..	..	..	..	
..	3 cartage; 3 10 site.	50	8	2	..	2d. per week labourers' children, 6d. farmers' do.	..	35	35	35	35	35	
..	80	..	..	..	25 to 30	12 10	..	60	60	60	60	60	
..	60 10 0	..	12	11 13 0	9 10 0	..	33 5 0	50	50	50	50	50	
..	60	..	10	2	12	..	24	40	..	..	..	..	
..	200	..	..	8 12 7	12s. 6d. & 3s. per qr.	..	77	77	77	77	77	77	
..	23 unmix'd materials.	314 10 6	18	..	..	35	..	100 20 additional.	100	100	100	100	
..	160	35	..	..	15	..	50	60	60	60	60	60	
..	625	76 15 1	..	..	..	43 3 9	119 18 10	250	250	250	250	250	
..	20 cartage	71 16 0	The Rector will take the responsibility upon himself (if necessary) during his incumbency; it is intimated that each child shall pay 1d. per week.						60	60	60	60	
* Title to site not being satisfactory, grant cannot be claimed.													

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Dec. 28	The erection of a school- house and master's residence.	Siddington . . .	Church	..	2	..	..	..	..	..
1842 Apr. 8	The erection of a school- house.	Llanistyn . . .	National	2	1	..	..	3	..	..
1840 Nov. 13	Ditto . . . . .	Court y Bella . .	N.	2	1	..	..	..	..	..
1842 Feb. 4	Ditto . . . . .	Lundford . . . .	N.	1	4	..	..	..	..	..
— Apr. 10	Ditto . . . . .	Launcells . . . .	N.	1	2	..	..	..	..	..
— „ 2	Ditto . . . . .	Mow Cop . . . .	N.	3	3	..	..	..	..	..
— Feb. 5	Ditto . . . . .	Carbost . . . .	Scotch	1	4	..	..	..	..	..
— „ 23	Ditto . . . . .	Whiteparish . .	National	1	5	..	..	..	..	..
1841 Dec. 25	Ditto . . . . .	Misserden . . .	N.	1	1	Churchwardens			..	..
1842 June 17	Ditto . . . . .	Compton Bassett .	N.	2	1	..	..	..	..	..
— Jan. 31	Purchasing a building to be converted into a school.	South Lynn . . .	N.	1	6	..	..	..	2	..
— June 7	Ditto . . . . .	Dorking . . . .	British	1	..	..	..	..	14	..
— May 4	Furnishing and fitting- up a building for the purposes of a school- house and master's re- sidence.	Wootton-Bassett .	National	1	6	..	..	..	..	..
— Apr. 30	The erection of a school- house.	Ferryden . . . .	Scotch	..	..	..	1	..	..	8
— June 23	Ditto . . . . .	Haddenham . .	National	2	1	..	..	..	..	..
— „ 20	Ditto . . . . .	Huntingdon . .	N.	1	..	..	..	..	..	..
— Apr. 6	Ditto . . . . .	Stoke-Pogis . .	N.	1	1	Churchwardens 1			..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
About 1 acre.	Residue of site.	700	A bequest for the education of the poor of Siddington, &c.	..	An insufficient school, to be superseded by the proposed building.	..	242
40 by 20 feet.	40 by 12 feet.	1,091	...	..	...	..	72
..	..	2,000	...	..	...	..	400
1 rood.	1 rood.	256	...	..	Two dame schools . . .	..	84
..	..	855	...	..	Two dame schools . . . Schoolmaster's house.	80	112
736 yards.	600 yards.	1,200	...	..	One private school Hesleyau.	..	168
† an acre.	..	900	...	..	...	..	140
40 perches.	..	1,308	53l. a-year, arising from land and tanded property,	..	A boys' school . . . .	45	209
180 by 40 feet.	..	509	...	..	A girls' ditto . . . .	50	
† of an acre.	Residue of site.	498	...	..	A dames' ditto . . . .	13	65
..	..	..	...	..	A few dame schools . .	..	
294 square yards.	150 square yards.	3,525	...	..	Boys' school . . . .	95	106
..	..	6,000	...	..	Girls' school . . . .	16	
..	..	2,000	Boys' free school Girls' ditto	20 18	A few dame schools . .	..	182
60 by 40 yards.	200 square yards.	1,000	...	..	Infant school . . . .	100	255
50 perches.	50 perches.	2,799	...	..	National school . . . .	150	
295 by 34 feet	3,376 perches	3,500	Walden's charity . Fishborne ditto . .	20 12	A few dame schools . .	..	176
31 by 19 yards.	..	1,400	Funds for the education of the poor.	..	A school built by Dis-senters.	..	
..	..	..	...	..	An infant school . . .	150	112
..	..	..	...	..	...	..	174
..	..	..	...	..	Boys' National school .	120	193
..	..	..	...	..	Girls' ditto . . . .	80	
..	..	..	...	..	All saints' Sunday school	50	
..	..	..	...	..	St Mary's ditto . . .	150	
..	..	..	...	..	Independent ditto . .	150	
..	..	..	...	..	Wesleyan ditto . . .	95	
..	..	..	...	..	Ladies Molyneux infant-school.	..	
..	..	..	...	..	Miss Vyse's school . .	16	18
..	..	..	...	..	Two or three dame schools.	..	

Continued on pages 790, 791.

At	Total estimated Expense of School Buildings.							Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.	
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelings, &c.	Master's House.			Total estimated Expense.
Siddington . . .	£.	£.	£.	£.	£.	£.	£.	£.	The aid of the Committee of Council is sought to diminish the burthen on the proprietor, who grants the site, erects the building, & conveys it to trustees for the education of the children of the poor.	
Llanestyn . . .	10	80	Legal expenses 10	..	..	..	60	160	30	15 N. S.
Court y Bella . .	..	..	..	..	..	..	..	1503 4 8	..	..
Landford . . .	..	246 including master's house.	..	..	..	..	..	246	85	20 N. S.; 20 Salisbury Trustees Board.
Launcells . . .	..	84	..	..	..	..	54	140	69 2 6	20 N. S.
Mow Cop . . .	25	250	50	..	..	..	..	325	50	75 N. S.; 20 Lichfield Board.
Carbost . . .	..	250	..	Legal expenses 10	..	..	..	250	205	..
Whiteparish . .	..	379	24	Legal expenses 10	10	..	..	423	240 8 0	60 N. S.; 25 Diocesan Board.
Misserden . . .	..	110	15	Legal expenses 5	..	..	..	130	50	15 N. S.
Compton-Bassett .	..	194 11 4	..	15 10 0	..	..	..	210 1 4	157 2 0 including materials and cartage.	..
South Lyn . .	..	350	150 to 100	Legal expenses 10	..	..	..	520	160	60
Dorking . . .	..	560	50	..	..	..	..	550	275	..
Wootton-Bassett .	..	Expense of furnishing and fitting up building.					..	100	60	..
Ferryden . . .	21	145 17 6	..	3 10 0	6 10 0	..	..	176 17 6	70	..
Haddenham . .	..	..	..	Legal expenses 5	..	..	..	560	190	40
Huntingdon . .	..	314 6 6 including mistress's house.	..	5	35	30	..	384 6 6	301 11 0	Archdiocesan Board.
Stoke-Poges . .	..	..	..	..	..	..	..	370	170	40

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Build- ings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	Salaries of Master and Mistress to be provided by the pro- prietors.						150	150	..
..	..	60	10	..	..	7 to 10	..	..	57	57	..
..	..	..	£30 or £10 per annum; the remainder provided by Sir T. Phillips.						700	700	..
..	..	121	..	20	..	2d. per week.	20	..	45	45	..
..	13 10 0	Not stated	The Vicar guarantees £12 per annum to the Master; school & cartage & labour fees 3d., 4d., and 5d. per week.						80*	..	..
..	..	100	10	10	..	40	..	60	115	115	..
..	..	125	..	..	..	15	25 salary for teacher.	..	125	125	..
..	..	100 nearly.	It is considered with the present endowment a much greater number of the poor might receive the benefit of education.						100	100	..
..	..	..	Each child to pay a trifling sum per week, and the produce of knitting and sewing.						25	35	..
..	25 Ste.	52 19 4	..	35	..	12	..	47	53	53	..
..	..	180	30	10	..	120 to 130	..	..	95	95	..
..	..	275	50	..	..	40	..	90	130	130	..
..	..	40	35 8 6	"Children's pence will produce as much more."						40	40
..	21	90	..	..	..	40	10	50	80	80	..
..	..	280	30	2	..	25	..	57	120	..	..
..	..	82 15 5	60	..	..	28	..	88	82	..	82
..	..	140	..	..	55 7 0	50	..	105 7 0	95	95	..

\* Grant to be reduced to 60% if master's house be not erected.



Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Country.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1841 Apr. 23	The erection of a school-house.	Shaftesbury . . .	N.	1	2	..	..	..	3	..
1842 Jan. 12	Ditto . . . . .	Twickenham . . .	National	1	2	Churchwardens				..
— May 10	Ditto . . . . .	Over . . . . .	N.	3	..	..	..	..	..	..
1841 Feb. 16	Ditto . . . . .	Stepney, St. Philip's.	N.	..	..	..	..	..	..	..
— Dec. 29	Ditto . . . . .	Avening . . . . .	N.	1	Churchwardens and Overseers					
1842 Apr. 1	Ditto . . . . .	Stockport . . . .	British	1	3	..	..	..	5	..
— Feb. 19	Ditto . . . . .	Titchborne . . . .	National	Churchwardens						
— Jan. 5	Ditto . . . . .	Bishop's Sutton . .	Church	1	1	1	..	1	1	..
— „ 29	Ditto . . . . .	Hodfearn . . . . .	National	2	1	..	..	..	..	..
1841 Sept. 18	Ditto . . . . .	Birmingham, St. Philip's.	..	1	2	Churchwardens			..	..
— June 7	Ditto . . . . .	Weybread . . . .	N.	..	..	..	..	..	..	..
— Feb. 18	Ditto . . . . .	Eling . . . . .	N.	1	2	Churchwardens.				..
1842 June 6	Increasing the present school.	Birmingham, St. George.	N.	2	..	2	3	..	..	..
— Apr. 19	The erection of a school-house.	Larbrax . . . . .	Scotch	2	2	..	..	..	..	..
— June 4	Ditto . . . . .	Colmers and Pryor's Dean.	N.	..	..	..	..	..	..	..
1841 Oct. 8	Ditto . . . . .	Biddestone . . . .	N.	..	..	..	..	..	..	..
1842 Feb. 21	Ditto . . . . .	Glasgow, Knox's Parish.	Scotch	..	4	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
37 by 27 yards	..	2,400	A free school . . .	20	Two schools belonging to Dissenters.	200	206
					A Church school for girls and infants.	80	
1/4 an acre.	..	2,200	..	..	A boys' school . . .	60	169
					..	..	
1000s, 6 poles.	..	1,100	Kirby's charity, 5l. 10s; Walpole's ditto, 2l. 10s; Trustees of Fownlands towards master's salary, 5l.	50	One school . . . . .	50	199
20 by 57 yards.	Boys', 490 superficial feet; girls', 595 do	13,000	..	..	Two Dissenting schools	200	450
1/4 an acre.	Residue of site.	1,208	Sanford's 13l. a charity, 2l. or 3l.	..	..	..	204
600 sq. yards.	..	60,000	A free grammar-school.	..	National school . . . .	400	320
					Ditto, St. Thomas . . .	300 or 400	
1/4 of an acre.	..	400	..	..	Roman Catholic school.	..	85
1/4 of an acre.	5,000	830	..	..	Sabbath schools	..	102
					A dame's school . . . .	..	
					An infant school . . . .	40	
21 by 17 yards.	..	366	5l. . . . .	..	..	..	72
..	..	20,000	..	..	Blue Coat charity school	..	512
..	..	800	..	..	A dame's school . . . .	..	150
120 by 80 ft.	80 by 50 ft.	3,100	..	..	A dissenters' school . .	150	283
					Sunday school . . . . .	80	
					Several small dame schools.	..	
110 by 70 ft.	70 sq. feet.	24,300	..	..	National day-school . .	400	231
					Infant school . . . . .	140	
					Two Wesleyan schools .	400	
					Swedenborgians . . . .	120	
..	..	..	..	..	..	..	106
1/4 of an acre.	..	306	..	..	A small dame's school .	..	75
..	..	470	..	..	One daily school, and two Sunday schools.	..	87
473 yards.	200 yards.	40,000	Too numerous to be stated.	..	Numerous, but still insufficient.	..	466

At	Total estimated Expense of School Buildings.							Total estimated Ex- pense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus	Fences.	Levelings, &c.	Master's House.			
Shaftesbury . . .	£. ..	£. ..	£. ..	£. ..	£. ..	£. ..	£. ..	£. 450	£. 200	£. 60 N. S. 35 Salisbury Board.
Twickenham . . .	..	750 includ- ing master's house.	50	Legal expenses 30	150	..	..	980	650	..
Over . . . . .	..	420	90 Architect and legal expenses	..	..	..	80	525	295	60 N. S. ; 50 Cambridge road.
Stepney, St. Philip's.	200	1305	150	..	..	..	420 Master's and mis- tress's re- sidence.	2165	700	150 N. S. ; 50 Cholmonde- ley Fund.
Avening . . . . .	..	276 6 9	50 Architect and expenses	Legal expenses 25	10	29 10	150	540 16 9	174 16 8	50 N. S.
Stockport . . . . .	..	757	19	..	..	..	..	756	325	..
Titchborne . . . . .	..	..	..	..	..	..	..	162 17	126	..
Bishop's Sutton . . .	10	167 11	..	..	..	..	93 10	281 1	130	..
.. .. .	..	..	Legal expenses 6	..	..	..	..	..	..	..
.. .. .	10	159	..	Legal & other expenses 80	15	..	119 12 9	309 12 9	150	..
Birmingham, St. Philip's.	500	954 15	..	..	10	..	..	1574 15	500	125 N. S.
.. .. .	..	..	Architect and legal expenses	..	..	..	..	..	..	..
Weybread . . . . .	10	272	17	..	20	..	..	319	161	10 Diocesan Board.
.. .. .	..	..	Legal expenses 15	..	..	..	..	..	..	..
Eling . . . . .	50	470	25	..	45 15	..	130	735 15	350	60 N. S. ; 20 Winchester Diocesan Board. 80 N. S.
Birmingham, St. George.	..	..	..	..	..	..	..	600	130	..
Larbrax . . . . .	..	..	..	..	..	..	..	180	70	..
.. .. .	..	..	Legal expenses 10	..	..	..	..	..	..	..
Colmere and Pryor's Dean.	..	165	..	..	..	..	..	175	82	20 N. S. ; 1 Diocesan Society. 15 N. S.
Biddestone . . . . .	..	200	60 Legal & other expenses	..	..	..	..	260	73 3 9	..
Glasgow, Knox's Parish.	437	920	50	..	..	..	..	1407	580	..

Amount derived from Sale of and School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Efficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	145	50	..	..	20	..	70	103	103	
..	..	390	..	50	..	40	..	..	90	90	
..	..	125	10	2	13	25	..	50	100	100	
..	..	1265	100	40	..	..	..	140	350	350	
70	..	246 1	37	..	13	50	..	80	160	160	
..	..	431	Cannot at present be stated.			..	..	..	250	250	
..	..	50 or 60	30	2	..	7	..	39	45	45	
..	..	100	50	..	..	20	..	50	70		
..	10 Site.	150	5% annual endowment, with school fees, are expected to make a salary of 25 <i>l.</i> for the teacher.						50	50	
..	..	949 15	Sermons, and 1 <i>d.</i> per child, which will amount to 150 <i>l.</i> per annum.						500	500	
..	..	148	20	..	..	6	..	26	100	100	
..	..	295 15	50	..	..	20	10 Sermons.	80	120	120	
..	..	390	The income of the present schools is quite equal to their support, nor is there any doubt of the New Schools being supported, if once they can be raised.						230	230	
..	..	110	..	..	..	..	..	..	90	90	
..	..	48	An Annual Subscription of 7 <i>l.</i> is already promised.						38	38	
..	..	171 16 3	The Vicar gives annually 12 <i>l.</i> for the support of one Daily and two Sunday schools.						50	50	
..	..	820	The School-rooms will contain a sufficient number of Scholars to support the School.						466	466	

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Feb. 24	The erection of a school- house.	Dewsbury. . . .	N.	4	2	..	6	..	..	..
— Mar. 29	Ditto . . . . .	Frome, Bishop .	N.	3	..	..	..	..	..	..
— „ 17	Ditto . . . . .	Avebury . . . .	N.	1	and Churchwardens.					..
1841 Oct. 10	Ditto . . . . .	Worcester, St. John's.	N.	1	Churchwardens and Overseers					..
1842 Apr. 11	Ditto . . . . .	Fulford . . . .	N.	1	4	..	..	..	..	..
1841 Sept. 15	Ditto . . . . .	Abbot's, Bromley	N.	..	3	..	..	..	..	..
— „ 22	Ditto . . . . .	Kibworth . . . .	N.	1	3	2	..	..	..	..
1842 May 30	Ditto . . . . .	Hoxton, St. John's	N.	1	and Churchwardens					..
— Feb. 5	Ditto . . . . .	Hinton, St. Mary	National	2	1	..	..	1	..	..
— Apr. 21	Ditto . . . . .	Aston-in-Woore .	N.	1	Churchwardens and Overseers					..
— Jan. 5	Ditto . . . . .	Rainow . . . .	N.	..	3	..	..	2	..	..
1841 Oct. 25	Ditto . . . . .	Blyton . . . .	N.	1	Churchwardens					..
1842 June 27	Ditto . . . . .	Cogenhoe . . . .	N.	5	..	..	..	2	..	..
— July 21	Ditto . . . . .	Farnworth . . . .	N.	1	3	..	1	2	1	..
— May 6	Ditto . . . . .	Lunanhead . . . .	Scotch	..	1	..	..	2	1	2
1840 Oct. 7	Ditto . . . . .	Stepney, St. Thomas.	National	1	1	Chapelwardens				
1842 July 8	Ditto . . . . .	Mouchton . . . .	N.	1	Churchwardens					..

Extent of		Population of District from which Children will assemble.	Endowments in Districts.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
25 perches.	..	15,048	A boys' school 80l. Boys' and girls' school 90l.	60 200	The existing schools are quite insufficient.	..	610
58 by 30 yards.	..	1,000	A cottage and 15l.	..	..	..	153
37 by 27 yards.	..	760	An endowment of about 200l. in the Funds, and a small cottage or two, producing altogether about 12l. a year.	..	..	..	75
74 by 53 ft.	74 by 54 ft.	2,800	An endowment, 25l.	12	..	..	162
31 by 20 ft.	..	1,000	Charity school, 9l. 12s., and house for master's residence.	20	..	..	64
230 sq. yards	..	1,507	An endowed grammar school, 20l.	20	A Sunday school . . . . . Independent's school. Roman Catholic school.	90	180
540 sq. yards.	Boys', 196 sq. yards. Girls, 104 ditto.	1,752	An endowed school for boys 7 years of age, and who can read.	..	Sunday school. . . . .	200	227
67 ft. 6 in. by 32 ft.	Residue of site.	3,000	..	..	Shoreditch National school. Christ Church school. Wesleyan school and numerous small day schools.	800 500	646
..	..	390	..	..	Sunday school . . . . . 2 or 3 day schools.	90	96
..	..	750	..	..	Smith school at Willow-bridge, for 6 or 8 girls.	..	80
142 sq. yds.	..	1,800	Master of Rainon school 5l.	..	3 dame schools . . . . . Wesleyan school . . . . .	15 20	130
..	..	750	18l. . . . .	20	One boys' school . . . . .	..	70
38 by 35 feet.	18 ft. sq.	301	..	..	Sunday school . . . . .	..	90
74 by 92 feet.	20 by 24 ft.	8,000	Two viz. 1,60l. . . . . 2,10l.	..	Two National schools for boys and girls, and one for infants. A school not in connexion with the church.	420	150
30 by 8 sq. yds.	14 poles.	982	..	..	..	..	140
90 ft. by 38 ft. 8 in.	..	8,000	..	..	An infant school . . . . .	40	570
1/4 of an acre	..	250	..	..	..	..	47

Continued on pages 798, 799.

At	Total estimated Expense of School Buildings.							Total estimated Expense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Landings, &c.	Master's House.			
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Dewsbury . . . .	250	900	100	Legal expenses	..	..	..	1250	250	150 N. S.
Frome, Bishop . .	..	260	30	Legal expenses	..	..	..	300	100	40 N. S.
Avebury . . . . .	..	167	..	..	..	..	..	167	80	15 Salisbury Diocesan Board.
Worcester, St. John's.	140	200	..	..	60	..	..	400	170	60 N. S. 150 Worcester Diocesan Board.
Fulford . . . . .	20	110	..	..	..	..	..	170	33	..
Abbots, Bromley	28	330	57	Legal expenses	Value of house & garden	30	..	570	271	30
Kilworth . . . . .	..	310	50	Legal & other expenses	10	..	90	460	202	50 N. S.
Horton, St. John	..	1200 incl. 1100 master's house.	200	..	..	..	..	1400	346 8 10 12 expected.	100 N. S.
Hinton, St. Mary	..	250	..	..	..	..	180	430	52	50 N. S.
Aston-le-Woods . .	20	78 15 0	10	..	10	..	..	138 15 0	40	20 N. S.
Rainow . . . . .	..	..	..	..	..	..	..	370	120	75 N. S.
Blyton . . . . .	..	200	..	..	..	..	200	400	..	20 N. S.
Cogenhoe . . . .	..	214	Legal expenses 12	..	4	24	..	254	72	20 N. S. 250 Northampton Diocesan Society.
Farnworth . . . .	..	183	..	..	..	..	..	183	160	..
Lunenburg . . . .	..	100 16 4	..	..	..	..	..	..	61 6 6	..
Stepney, St. Thomas.	..	1,800	..	..	..	..	..	1,800	900	150 N. S.
Moulton . . . . .	..	105	..	..	..	..	..	105	50	..

Amount derived from Sale of old School House, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
200	250	400	Infants to pay 2d. per week, and older children from 3d. to 6d. per week.						430	430	
..	..	130	Endowment of 15l. per year, and house and garden. Some trifle for School fees, and a contribution from the Incumbent						80	80	
..	..	50	..	20	12	5	..	37	40	40	
..	..	140	There is every reason to believe that adequate sums will be raised annually, by subscriptions, sermons, and pence paid by the children.						75	75	
..	..	77	..	26	..	3d. per week in summer, 4d. in winter.	..	..	35	35	
178	..	90	30	12	..	36	..	78	90	90	
..	..	214	..	20	One child from a family 1d.; two 3d.; four 4d. per week.			115	115		
..	..	800	100	30	..	100	..	230	550	550	
90	..	264	17	..	2 7 6	..	..	..	70	70	
..	20	54 15 0	..	..	..	1d. per week each child.	..	..	45	45	
..	..	225	..	..	..	35	15 Charity Sermon.	50	150	150	
..	..	..	15	..	..	1d. or 2d. per week each child.	..	..	60	60	
..	24	108	10	..	..	7 or 10	..	..	45	45	
..	..	83	The annual subscriptions have never been less than £74, and the children pay 2d. per week each.						75	75	
..	..	48 9 10	..	..	..	20	..	50	48 9 10	48 9 10	
..	..	700 to 800	60	59 to 60	..	50	..	..	400	400	
..	10	40	20	..	..	..	..	..	25	25	



Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 June 23	The erection of a school-house.	Alva . . . . .	Scotch	..	1	..	3	1 <sup>4</sup>	..	..
— Apr. 29	Raising the present building and making an upper room for girls.	Woore . . . . .	National	2	5	..	1	..	..	..
1840 Aug. 10	The erection of a school-house.	Colne . . . . .	N.	1	4	..	..	..	..	..
1841 Dec. 7	Ditto . . . . .	Chalford . . . .	N.	..	..	..	..	..	..	..
1842 Feb. 24	Ditto . . . . .	Haggerstone . .		1	1	..	4	..	..	..
1841 May 1	For further grant . . .	Great Wigston .	N.	1	and Churchwardens				..	..
1842 May 7	Paying off a debt incurred in repairing school, partially destroyed by a gale in 1839.	Wigan . . . . .	N.	..	..	..	..	..	..	..
— Apr. 30	Paying off a debt, &c.	Ramsgate, St. Lawrence.	N.	..	..	..	..	..	..	..
1841 July 19	The erection of an academy.	Stranraer . . . .	Scotch	..	..	..	..	..	..	..
1842 June 21	Paying off a debt, and providing fittings.	Covenham . . . .	National	..	..	..	..	..	..	..
— Feb. 24	The erection of a school-house.	Newton-in-Mottram.	N.	2	..	..	..	..	..	..
1840 Dec. 19	The erection of an additional room over present school.	Shoreditch, Wilton-street.	British	1	..	..	..	..	6	..
1842 April 23	The erection of a school-house.	Carlton Colville .	National	3	..	..	..	..	..	..
1840 Dec. 21	Ditto . . . . .	Carnarvon . . . .	N.	..	..	..	..	..	..	..
1842 Mar. 12	Ditto . . . . .	Cockerington . .	N.	2	Churchwardens and Overseers					
1841 Aug. 10	Ditto . . . . .	Deptford, Bishop Wearmouth.	N.	1	4	..	..	..	..	..
— April 3.	Ditto . . . . .	Hamilton . . . . .	Scotch	1	..	1	1	..	1	..
1842 July 25	Ditto . . . . .	Malvern, St. Mary	National	1	Churchwardens and Overseers					
— June 24	Ditto . . . . .	Carnoustie . . . .	Scotch	..	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
60 poles.	..	2,200	The parochial school	..	Parochial school . . . .	100	138
50 by 50 feet.	50 by 20 ft.	1,000	Executors of L. Blackhurst, 3l.; Governors of Christ's Hospital, 15l.	3	Infant school . . . . .	100	84
800 sq. yds.	485 sq. yds.	11,960	..	..	Ditto . . . . .	40	..
231 ft by 81 ft. 8 in.	..	5,000	..	..	..	..	600
101 ft 8 in. by 30 ft.	60 by 30 ft.	19,000	..	..	None but Sunday schools, and a few private schools. School for boys, supported by the Vicar. Ditto ditto by the Curate. National and Sunday school.	..	151
200 sq. yds.	56 sq. yds.	2,177	Land, for the education of boys and girls, 13l. 10s.	24	Independent Sunday school.	170	114
1,066 sq. yds.	750 sq. yds.	30,000	Free grammar school	..	Methodist school . . . .	20	173
..	..	..	..	..	Church school . . . . .	270	..
..	..	..	..	..	St. George's infant school	..	1,088
..	..	..	..	..	Scholes' infant school.	..	..
100 by 80 ft.	Residue of site	7,501	..	..	..	..	..
77 by 36 ft.	..	..	..	..	Church Sunday school, held in an empty cotton mill.	221	566
66 by 30 ft.	..	804	..	..	Methodist Sunday school.	80	..
63 by 56 yds.	Residue of site.	9,000	..	..	Sunday school . . . . .	150	432
1 road.	50 by 12 ft.	800	..	..	In Bishopsgate, the parochial and National schools.	..	..
60 by 48 ft.	170 superficial yards.	6,000	..	..	A room in schoolmaster's house.	30	120
19 falls.	16 falls.	10,861	5l. . . . .	..	An infant school . . . .	200	566
..	† an acre.	372	..	..	A school in a distant hamlet of the parish.	..	84
36 poles.	14 poles.	1,700	..	..	..	..	..
					Boys' school . . . . .	150	320
					A school principally.	..	154
					None for the education of the poor.	..	72
					A private school . . . .	..	126
					A subscription school, and an adventure school.	..	..

Continued on pages 802, 803.

At	Total estimated Expense of School Buildings.							Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.	
Alva. . . . .	£.	£.	£.	£.	£.	£.	£.	£.	£.
	..	215	..	..	4	..	134	353	150
Woore . . . . .	..	50	..	..	10	..	..	60	..
Colne . . . . .	..	695	..	..	..	..	..	..	100
Chalford . . . .	..	400	including enfranchisement of site, school-house, fences, &c.				..	400	56
Haggerstone . .	..	380	Sundries 50 Legal & other expenses 67	..	60	..	90 Mistress	580	100
Great Wigton . .	..	208	..	..	..	..	70	345	150
Wigan . . . . .	467	1,050 377	..	..	..	..	..	1,894	1,800
Ramsgate, St. Lawrence.	..	1,063	expense incurred		..	..	..	..	..
Strauraer. . . .	..	..	..	..	..	..	..	..	..
Covenham . . . .	..	..	..	..	..	..	..	..	..
Newton-in-Mottram.	..	..	..	..	..	..	..	1,300	..
Shoreditch, Wil-son-street.	..	650	Legal expenses 20	..	20	..	..	690	205
Carlton Colville .	20	138	18 10 0	5	12	3 7	..	200	100
Carnarvon . . . .	..	1,250	..	..	150	..	..	1,400	400
Cockerington . .	..	70	12 10 0 Legal & other expenses 50	4 10 0	..	16	50	153	75
Deptford, Bishop Wearmouth.	80	400	..	..	20	..	..	550	306
Hamilton. . . . .	100	350	..	..	50	..	..	500	180
Malvern, St. Mary.	..	..	..	..	..	..	..	..	61
Carnoustie . . .	40	186	Legal expenses 7	..	4	..	100	340	107 16 0

As Committee of Council cannot consent to undertake to secure school-houses against such casualties

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	0 ..	240	..	..	..	50	5	..	140	140	
..	..	50	..	..	..	..	..	..	42	42	
..	..	445	..	20	..	120	..	140	400	400	
..	..	244	5	14	20 5	..	..	..	100	100	
..	..	455	30	35	..	30	..	85	57	57	
..	..	175	..	30 to 40	13 10	10 to 15	..	..	35	35	
..	..	64 sum asked for	49 1 6	51 10	3 15	..	..	104 6 6	Refused*		
..	..	..	..	..	..	..	..	..	Refused		
..	..	..	..	..	..	..	..	..	Refused†		
..	..	..	..	..	..	..	..	..	Refused		
..	..	1.170	Fees to be paid by the scholars not yet fixed; £10 per annum have hitherto been raised for the Sunday school.						500	500	
..	..	485	It is hoped that all current expenses will be met by subscriptions and donations.						452	452	
..	..	60	20	5	..	30	10 from private scholars.	65	60	60	
..	..	800	50	20	..	50 to 60	22†	..	566	566	
..	..	78	‡ A gallery in the English Church is set apart for the benefit of the National School, and produces the above sum.						42	42	
..	..	180	20	20	..	50 to 60	..	..	160	160	
..	..	350	90 £15 from the Duke of Hamilton.	18	..	..	..	123	150	150	
..	..	..	The school fees will produce £30 per annum, and whatever also may be wanted will be raised by subscriptions.						50	50	
..	..	232 4 0	..	..	Interest of 100	50	..	..	100	100	

† As the school is not of the description to which a grant can be made by the Committee of Council.

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy of Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Mar. 1	The erection of a school-house.	Wardle . . . . .	National	1	and Churchwardens			..	..	
— „ 31	Ditto . . . . .	Compton Martin	N.	1	..	..	..	..	..	..
— July 13	Ditto . . . . .	Crookham Cro- andle,	National	1	2	and Churchwardens			..	
— Jan. 24	Ditto . . . . .	Padsey . . . . .	N.	1	2	..	1	1	..	..
1841 Dec. 20	Ditto . . . . .	Celcain . . . . .	N.	3	1	..	..	..	..	..
1842 July 18	Ditto . . . . .	Bradford, Borough West.	British	3	..	..	15	..	..	..
— May 14	Ditto . . . . .	Waterloo, Great Crooby.	National	1	and Churchwardens			..	..	
1841 July 5	Ditto . . . . .	Wolverhampton, St. Paul's.	Church	1	..	..	..	..	5	..
1842 Mar. 19	The completion and repairs of a school-house.	Cruachy . . . . .	Scotch	The Directors of the Society for the Promotion of Christian Knowledge Presbytery of Inverness, and Charles Macintosh.						
— Jan. 19	The erection of a school- house.	Loose . . . . .	National	2	1	..	..	..	..	..
— April 6	The erection of a new room for girls.	Honley . . . . .	N.	1	..	..	4	..	..	..
— Jan. 6	The erection of a school- house.	Blakenhall . . .	N.	1	2	..	..	..	..	..
— Feb. 14	The completion of a school-house.	Cusgarne Gwen- nap.	N.	1	Churchwardens and Overseers.					
— June 2	The erection of a school- house.	Chichester, St. Pancras.	N.	..	..	..	..	..	..	..
— April 28	The conversion of the rectory-barn into a school-house.	Coppenhall . . .	N.	3	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
600 sq. yds.	Residue of site.	21,591	..	..	Wesleyan Methodists' Sunday school Association.	..	270
60 by 30 yds.	..	About 1,200	.	..	Sunday school . . . . .	..	108
$\frac{1}{2}$ an acre.	40 rods.	940	An endowed school	..	Two small dame schools	30 each	211
126 by 50	75 by 50.	2,800	. . .	..	. . .	..	270
About $\frac{1}{2}$ an acre.	$\frac{1}{2}$ an acre.	1,400	. . .	..	A Day school . . . . .	..	126
1,838 yards.	850 yards.	1,800	. . .	..	National school . . . . . Some schools connected with worsted-mills. Several private schools.	..	550
900 square yards.	356 square yards.	560	. . .	..	. . .	..	212
106 by 75 feet.	78 by 44 feet.	3,600	. . .	..	Blue-coat school . . . . . National school . . . . . St. John's Infant school St. Paul's Daily and Sunday schools. British schools . . . . .	150 450 100 500 ..	253
..	..	2,338	. . .	..	. . .	..	196
..	..	1,412	A bequest of £5 by Mrs. R. Hollingworth to the Treasurer of the Church Establishment Sunday School, invested in the 3 per Cent. Consols.	..	Boys in a hired room . . Some dame schools . . .	60 50	192
23 by 12 yards.	..	5,000	. . .	..	Sunday schools belonging to the Methodists and Independents.	..	300
$\frac{1}{4}$ of an acre.	$\frac{1}{4}$ of an acre.	800	£10.	..	National school . . . . .	..	109
22 perches.	4 perches.	1,500 to 2,000	. . .	..	. . .	..	80
100 by 26 feet.	50 by 26 feet.	1,051	. . .	..	Central National school	..	150
..	..	616	. . .	..	Sunday school . . . . .	82	72

Continued on pages 806, 807.

At	Total estimated Expense of School Buildings.							Total estimated Expense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.			
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Wardle . . . .	100	536	20	Legal expenses 4	60	..	..	740	200	70 N. S.
Compton Martin.	..	..	..	..	..	..	..	130	63	25 N. S.
Crookham Cro- audle.	..	186 10 0	14 10 0	..	..	..	134	333 This estimate applies only to the Boys' school.	171	25 N. S.
Pudsey . . . . .	..	230	..	..	..	..	100	330	50	70 N. S.
Celonia . . . . .	..	..	..	..	..	..	..	220	55	20 N. S.
Bradford, Borough West.	525	550	50	Legal expenses 5	100	..	..	1225	920	..
Waterloo, Great Crosby.	..	483	..	Legal expenses 10	132	..	..	620	407	60 N. S.
Wolverhampton, St. Paul's.	240	756 including master's house, &c.	..	..	..	..	..	1000	672	..
Crusachy . . . . .	..	..	..	..	..	..	..	112	56	..
Loose . . . . .	..	..	..	..	..	..	..	350	90 10	..
Honley . . . . .	..	..	..	..	..	..	..	200	25	45 N. S.
Blakenhall . . .	..	120	Legal expenses 12	..	32	..	..	224	110	..
Cusgarne, Gwen- nap.	..	107 18 8	15	Legal expenses 10	10	..	50 Mistress.	192 13 8	95	25 N. S.
Chichester, St. Pancras.	..	260	..	..	25	..	..	285	120 5 0	30 N. S.
Coppenhall . . .	..	72 10 0	20	Legal expenses 5	..	150 Value of barn and land	..	250	..	20 Nothing can be raised in the Parish except what the Rector will give (in addition to the building and land), which he does at a great incon- venience to himself.

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of the Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	..	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	470	5	5	..	40	..	50	270	270	
..	..	90 to 100	..	..	..	..	..	..	55	55	
..	..	150	28	..	..	10 to 12	..	..	150	150	
..	..	810	It is expected that subscriptions and school-fees will be sufficient; if not, it is intended to apply to the Ripon Diocesan Society.						200	200	
..	35	110	30	15	..	15	..	60	65	65	
..	..	300	It is expected that school-fees will realize nearly enough to meet the current expenditure. The trustees will guarantee any deficiency.						275	275*	
..	..	170	26	40	..	24	13 Sale of Ladies' work.	102	106	106	
..	..	328	105	65	..	1d. per week each child.	..	..	150	150	
..	..	56	Salary of master £17 per annum. Ditto of mistress £17 per annum.						15	15	
..	..	250 10 0	36 20 to Sunday School.	..	1 12 4	24	..	81 12 4	96	96	In addition to former grant, an additional room having been built.
..	..	130	A grant, if necessary, from the Diocesan Society.			2d. per week per child.	..	..	150	150	
..	..	140	Not yet ascertained.	10 to 15	..	14d. & 1d. per week.	..	..	75	75	
..	..	72 13 8	15 from the Vicar.	5	..	10	..	50	60	60	
..	..	136	10	6 to 7	..	10	..	About 26	100	100	
..	..	..	..	..	..	15 to 20	..	..	36	36	

\* Grant reduced to £240, dimensions having been altered.



## Statistics of Applications for Aid

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Sept. 22	The erection of a school-room.	Cheddington . .	N.	..	..	..	..	..	..	..
— Aug. 5	The enlargement of the present Infant school, and erection of master's house.	Dereham, East .	British	2	3	1	2	1	2	..
— Aug. 11	The erection of a school-house.	North Eling . . .	National	3	1	and Churchwardens				..
— May 7	Ditto . . . . .	Normanby . . .	N.	1	3	..	..	..	..	..
1841 Apr. 29	Ditto . . . . .	Newington, Trinity District.	N.	1	2	and Churchwardens				..
1842 June 25	Ditto . . . . .	Skenfeth . . . .	N.	..	..	..	..	..	..	..
— July 25	Ditto . . . . .	Staveley . . . .	N.	..	..	..	..	..	..	..
— Dec. 21	Ditto . . . . .	Watlington . . .	N.	1	and Churchwardens				..	..
— July 26	The payment of debt upon school-house.	Aberdeen, Bon Accord.	Scotch	..	..	..	..	..	..	..
— Aug. 3	Furnishing room for an Infant school.	Thurstonland . .	N.	..	..	..	..	..	..	..
— „ 14	For further grant . . .	Knottingley . . .	N.	3	..	..	3	..	..	..
— June 20	The erection of an additional room to the present school-house.	Battersea Normal and Model school. Blunkham . . . .	.. National	.. ..	.. 2	.. ..	.. ..	.. ..	.. ..	.. ..
— Aug. 4	The erection of a school-house.	Bethnal Green, St. Bartholomew	N.	The National Society				..	..	..
— „ 4	Ditto . . . . .	Bethnal Green, St. James the Greater.	N.	The National Society				..	..	..
— July 12	The enlargement of the present school-room.	Bares, St. Mary .	N.	..	4	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in Districts.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
8 poles.	4½ poles.	780	...	..	...	...	96
..	..	7,000	...	..	No other Infant school.	..	60
1 acre.	About ½ an acre.	1,200	..	..	Sunday school	60	108
..	Boys' 30 by 34 ft. Girls' and Infants', 21 by 40 feet.	800	...	..	In a Methodist Meeting-house.	30	117
63 by 51.	..	17,000	...	..	Sunday school held in the gallery of the church. Sunday schools of various denominations of Dissenters.	..	400
..	..	900	...	..	...	..	53
2178 superficial yards.	2½ rds of site.	2,000	Some trifling endowments for a few dame schools.	..	Three dame schools, about 9 children each.	..	252
50 by 10 feet.	..	1,850	Watlington Park estate, 15l. 10s. Hester's Charity 28l.	..	National school	100	100
..	..	4,500	...	..	Two dame schools. Besides the parish schools there are no schools where children are educated gratis or at fees which the poor children can pay.	..	404
..	..	1,286	Interest of 500l.—25l.	..	...	..	..
1000 yards.	Boys' 10 by 8 yards, Girls' 10 by 5 ditto.	4,678	Left by Mr. Banks, 8l., dividends of 213l. 8s., Navy 5, to educate 4 poor girls.	12	Boys' National School	130	350
..	..	..	...	..	Girls' ditto	70	..
80 by 50 feet.	40 by 33	1,000	...	..	Boys' National school. A school of industry for girls.	40	104
60 by 124 feet.	22 by 57 feet. Two play-grounds.	5,000	...	..	An infant school. Only dame schools	50	397
17 by 47 feet.	..	6,000	Green coat school.	100	An infantschool	..	404
6 square yards	12 rods.	1,600	...	..	A small Dissenters' school.	..	80

Continued on pages 810, 811.

At	Total estimate Expense of School Building.								Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.		
Cheddington . .	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
	..	197 6 2	17 3 6	..	21 10 3	..	63 9 8	299 9 7	90	30
Dereham, East .	..	245 including master's house.	23	..	..	..	..	268	135	Archidiaconal Board.
North Eling . .	..	192	17	Legal expenses 10	..	..	143	362	212	..
Normanby . . .	15	210 including master's house.	Legal expenses 15	..	10	..	..	250	50	N. S. have promised 5s. per head each child.
Leavington, Trinity district.	350	800	..	..	..	..	200	1350	500	100 N. S.
1342 Jun. . . .	12	74 3 6	15	Legal expenses 5	..	..	..	106 8 6	40	10 N. S. 5 Diocesan Board.
— July . . . .	School-house, master's house, boundary fences, &c.							1200	900	..
— Dighton . . .	..	221 15 0	30	..	..	..	..	251 15 0	121	..
— Mleen, Bon record.	..	..	..	..	..	..	..	..	..	..
Thurstonland . .	..	..	..	..	..	..	..	..	..	..
Knottingley . . .	Including masters house, school-house, fences, and fittings.							600	230	..
Battersea Normal and Model school	..	..	..	..	..	..	..	..	..	..
Blunham . . . .	90	110	10	10	5	..	..	155	63	..
Bethnal Green, St. Bartholomew.	115	950	Legal expenses 60	Legal expenses ..	..	..	300	1425	450 Bethnal Green Churches Fund. 400	150 N. S.
Bethnal Green, St. James the Greater.	400	1165	205	..	..	..	400	1170	Bethnal Green Churches Fund. 30	150 N. S.
Bures, St. Mary .	..	94 2 but will probably exceed 100l.	..	..	..	..	..	..	10 perhaps from a Society at Bury.	..

Amount derived from Sale of old School-house or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	150 about.	..	8 8 0	..	15 to 20	9 2 0 Merton College, Oxford.	..	60	60	
..	..	100	Should the subscriptions with the school-fees not be sufficient, a friend of infant education has guaranteed the deficiency.						30	30	
..	..	145	..	25	..	20	..	..	80	80	
			The gentry and inhabitants have promised subscriptions towards support of school.								
..	..	155	..	12	..	48	..	60	80	80	
..	350	400	The Master and Mistress will be paid by the Parent school in St. Mary's Parish; 1d. per week will be charged for instruction.						100	100	
..	27	24	12	3	..	10	..	25	24	24	
..	..	300	The great demand for the schools affords a good ground for supposing that they will be effectually supported.						200	200	
..	..	130	..	20 10 0	14	30	4 Sermons.	63 10 0	50 Refuse.	50	
..	..	..	17	The teacher receives an allowance of £2 12s. from the General Assembly; from the rest of his income arises from school fees.							
..	..	..	..	..	..	..	..	..	20	20	
..	..	370	..	20 to 25	10 to 15	50	..	85	100 In addition to former grant.		
..	..	..	..	..	..	..	..	..	1000		
..	20	67	The annual amount is at present about 35l. The inhabitants are willing to contribute according to their means, and the Rector will make up any deficiency. The only other source is the weekly payment of the children.						52	52	
..	..	..	..	..	..	..	..	..	400		
..	400	1220	..	20	..	90 to 100	..	..	404	404	
..	..	60	..	20	..	35	..	65	40	40	

Date of Receipt of Application.	Object of Application.		Description of School	Number of Trustees under several Heads.					
	To obtain Aid in	At		Clergy or Ministers	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
1842 June 25	The erection of a school-house.	Brierly Hill . . .	N.	1	and Churchwardens			..	..
1840 Dec. 8	Ditto . . . . .	Barking . . . . .	Wesleyan	..	..	..	..	..	9 ..
1842 Oct. 10	Furnishing of the school-house.	Bluntisham . . .	N.	..	..	..	..	..	..
— July 7	The erection of a school-house.	Banghurst . . .	N.	3	..	..	..	..	..
1841 Aug. 24	Ditto . . . . .	Catcott . . . . .	N.	3	..	..	..	..	..
1842 June 8	Ditto . . . . .	Carisbrooke . . .	N.	2	6	..	..	..	..
— Sept. 13	Ditto . . . . .	Frampton-on-Severn.	N	2	2	..	..	..	..
— Aug. 25	Ditto . . . . .	Fisherton, Ayr . .	Scotch	1	..	..	..	5	.. ..
— Feb. 10	Ditto . . . . .	Hook . . . . .	N.	3	1	..	..	..	..
— „ 10	Ditto . . . . .	Marton . . . . .	Church	2	2	..	..	..	..
— Sept. 2	Ditto . . . . .	Ranton . . . . .	National	2	2	and Churchwardens.			
— June 2	Ditto . . . . .	Romford . . . . .	N.	1	4	..	..	..	..
1840 Aug. 26	Ditto . . . . .	Staleybridge, Manchester.	N.	3	3	..	..	..	..
1842 Oct. 10	Ditto . . . . .	Tyler's Green . .	N.	1	2	..	..	..	..
1841 Nov. 9	For further grant . . .	Thame . . . . .	N.	3	7	3	1	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
24 by 12 yards.	..	12,290	...	..	Boys' and girls' National schools. A small school at Hart's Hill.	150 120	150
40 ft. 5 in. by 36 ft. 6 in.	..	7,000	An endowment for 40 children incorporated with the National school.	..	National school . . . .	230	170
..	..	1,600	An endowment of 60 <i>l</i> .	..	Infant school at Erith. A girls' school . . . . .	62 58	49
$\frac{1}{4}$ an acre.	70 by 50 feet.	540	...	..	...	..	93
52 by 21 feet.	25 $\frac{1}{2}$ by 20 feet.	750	...	..	A Dissenting school . . A dame school closed by the death of the mistress.	50 20	77
182 by 42 feet.	100 by 41 feet.	1,500	...	..	Church Sunday school. 2 Sunday schools conducted by Dissenters. 1 Sunday evening school conducted by Dissenters.	20	69
16 perches.	16 perches.	1,250	...	..	Sunday school which will merge into the proposed school. Sunday school attached to the Independent Dissenters' chapel. Three dame schools.	95 12	138
2 $\frac{1}{4}$ fells.	27 $\frac{1}{4}$ fells.	950	...	..	A school about 3 miles off.	..	80
1 acre.	1 acre.	700	...	..	One day school, to be transferred to the present school.	..	108
1 acre.	..	500	A legacy of 18 <i>l</i> .	..	...	..	92
$\frac{1}{4}$ an acre.	$\frac{1}{4}$ of an acre.	290	...	..	...	..	64
$\frac{1}{4}$ of an acre.	300 yards.	4,000	An endowment for the National school not at all adequate to meet the expenses.	..	Boys' National school . Girls' ditto . . . . .	180 90	132
3,525 $\frac{1}{2}$ square yards.	75 by 60 feet. 75 by 60 feet.	10,000	...	..	Two Sunday schools . .	454	630
70 by 20 feet.	..	40	...	..	National schools at Penn too distant to be of use for infants.	..	102
1 acre, 1 rood, 7 perches.	40 by 35 feet.	2,955	Income of 29 <i>l</i> . 13 <i>s</i> . 6 <i>d</i> ., three charities.	26	National school . . . . British and Foreign school.	700 250	87

Continued on pages 814, 815.

At	Total estimated Expense of School Buildings.							Total estimated Expense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.			
Briely Hill . . .	..	£. 450 including master's house.	..	..	..	..	..	..	50	..
Barking . . . . .	120	260	..	..	27	..	..	407	120	..
Bluntisham . . .	..	..	..	..	..	..	..	..	..	..
Banghurst . . .	..	..	..	..	..	4.	..	300	120	25 N.S.
Catcott . . . . .	..	140	30	Legal expenses 5	..	20 out-houses.	..	195	134 10	..
Carisbrooke . . .	42	400 including mistress's house.	..	..	..	..	..	442	271 3 6	25 N.S.; 20 Winchester Diocesan Board.
Frampton-on-Severn.	..	346 1 7	10	Legal expenses 10	..	..	..	366 1 7	223	35 N.S.
Fisherton, Ayr..	..	..	..	..	..	..	..	33 2	45 12	..
Hook . . . . .	..	360 including master's house.	..	..	10	..	..	310	190	..
Manton . . . . .	..	250	..	..	..	..	..	..	..	Nothing but the contribution of the owner of the site.
Ranton . . . . .	25	127	Legal expenses 5	..	10	10	..	177	122 10	10 Lichfield Diocesan Board.
Romford . . . . .	110	320 10 8	Legal expenses 10	..	20	..	143 7 11 mistress's	603 18 7	255	35 N.S.
Staleybridge, Manchester.	..	..	..	..	..	..	..	1100	603 13	..
Tyler's Green . .	..	..	..	..	..	..	..	185	80	20 N.S.
Thame . . . . .	..	246 12 0	Architect, &c. 10 10	..	30	..	..	297 2	20	20 N.S.; 100 Trustees of National Schools.

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments. *	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	400	20	20	..	10	..	50	150	150	..
..	..	280	15	5	..	60	..	80	85	..	85
..	..	..	..	..	..	..	..	..	15	15	..
..	..	150	10	5	..	20	5 needle work.	40	50	50	..
..	..	41 10	2 10	2	..	25	..	29 10	37 10	37 10	..
..	..	83 16 6	29	5	..	7	..	41	50	50	..
..	..	114 1 7	20 to 30	10	..	50 probably more.	..	..	70	70	..
..	..	47 10	..	..	..	30	..	..	47 10	47 10	..
..	..	120 probably	..	20 to 25	..	10 to 12	..	..	70	70	..
..	..	..	..	..	18	20 to 30	..	..	45	46	..
..	..	44 10	..	15	..	8 to 10	..	..	22	22	..
..	..	321 18 7	The expenses will not be large. It is anticipated that the patrons of the living (New College, Oxford.) will contribute, and that a few other contributions, with the pence of the children, will realize the sum required. Not ascertained at present, but there is a sufficient number of wealthy inhabitants willing to support the schools.						70	15 additional	..
..	..	497							185	185	..
..	..	..*	10	..	..	1d. weekly per child.	..	..	51	51	..
..	..	147 2	The Trustees expect the mistress will be supported by the pence paid by the children.						16	16	..

\* If the Committee of Council will give 50l. or 60l., the patron of the living (Lord Howe), and one or two of the most influential resident gentry, may make up the deficiency.



Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manu- facturers.	Farmers.	Shopkeepers.	Working Men.
1841 March 4	For further grant. . . .	Titchmarsh . . . .	N.	..	..	..	..	..	..	..
— June 19	The erection of a school- house.	Wordsley . . . .	N.	2	..	..	..	..	..	..
1842 April 21	Ditto . . . . .	Wheelton . . . .	N.	2	..	..	1	..	..	..
— „ 7	Ditto . . . . .	Wednesbury . .	N.	1	and Churchwardens.					..
— Oct. 21	Making up the deficiency incurred in the erection of the school-house.	Pyecombe . . . .	N.	..	..	..	..	..	..	..
— July 29	The erection of an Infant school.	Rochdale . . . .	National	2	1	..	..	..	..	..
1841 April 7	For further grant towards the erection of a school- house.	Lydiard, Millicent	N.	1	Churchwardens and Overseers.					..
1842 Mar. 16	Ditto . . . . .	Berrow . . . . .	N.	1	Churchwardens and Overseers					..
1833 Nov. 20	Ditto . . . . .	Inverbrothock ..	Scotch	..	..	..	..	..	..	..
1832 Aug. 19	The erection of an Infant school-house.	Bottisham . . . .	National	..	..	..	..	..	..	..
— Feb. 19	The erection of a house for the master and mistress.	Barton . . . . .	N.	..	..	..	..	..	..	..
— Sept. 9	The payment of debt in- curred in the erection of the school-house.	Newport, Salop .	N.	5	..	..	..	..	..	..
— Oct. 5	The erection of a school- house.	Butley . . . . .	N.	..	..	..	..	..	..	..
— Aug. 5	The erection of a train- ing school.	Durham . . . . .	..	..	..	..	..	..	..	..
1841 Nov. 23	The payment of debt of 100l. upon school- house.	Wakefield . . . .	..	..	..	..	..	..	..	..
1840 Sept. 23	Purchasing two cottages to be converted into a school-house.	Stoke-Gabriel ..	National	..	..	..	..	..	..	..
1842 July 27	The erection of an Infant school.	Sudbury . . . . .	Endowed	..	..	..	..	..	..	..
1840 Oct. 18	The erection of a school- house. — Application renewed 12th October, 1842, to pay off a debt of 50l. on the building now completed.	Halton . . . . .	..	..	..	..	..	..	..	..
1842 Oct. 6	The erection of a school- house.	Dartford . . . . .	..	1	2	7	6	1	13	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Exist.	Decision of Committee of Council.	Decision of the Applicants.	
Site.	Play-Ground.		Name and Character.	Number of Children Taught.			Accepted.	Declined.
					Total.	£.	£.	£.
1 rood 18 perches.	42 by 34 feet.	911	....	..	Day for for Two an additional trading in.	21 10	21 10	
1 rood.	$\frac{1}{4}$ of an acre.	3,640	....	..	104		erection of master's residence.	
20 by 11 yards.	100 square yards and an open space.	800	....	..	45	50	50	
50 square feet.	....	10,000	....	..	A B Nat. West	76	76	
221 b	....	..	....	..	100	22 5	22 5	
800 square yards.	....	25,600	A legacy of 1000 <i>l.</i> , left by Mr. Jonathan Pildes.	..	Nat.	209	200	
$\frac{1}{2}$ an acre.	....	500	....	..	A d Sun	31	10 additional.	10
66 by 45	....	518	....	..	A s to te or Son;	23	70	70
....	....	4,800	....	..	Son;	60	60	
100 by 30 feet.	A small yard.	1,500	A charity fund at the disposal of the vicar.	..	Nat an	Refused.	in addition to former grant of 240 <i>l.</i>	
....	..	300	....	..	A S A	Refused.		
13 by 12 yards.	12 by 7 yards.	2,590	....	..	The n	50	Refused.	
$\frac{1}{2}$ an acre.	$\frac{1}{4}$ of an acre.	500	....	..	A d Sun	20	20	
....	....	..	....	..	..	Refused.	in addition to former grant of 60 <i>l.</i>	
....	....	..	....	..	..	Refused.		
....	356 by 25 feet.	691	....	..	A t	20	20	
....	....	800	....	..	hed it l pay-	Refused.	in addition to former grant.	
....	....	..	....	..	Tw	Refused.		
50 by 61	50 by 40	53,000	Bequests for the support of the National School, amounting to 50 <i>l.</i> per annum.	..	Bo Gl.	Refused.		

At	Total estimated Expense of School Buildings.								Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelings, &c.	Master's House.	Total estimated Expense.		
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Titchmarsh . . .	..	398 14 0	Legal & other ex. 75	..	57	27 6 7	150 15 6	684 16 7	199 5 0	50 N. S.; 50 Diocesan Society, 50 N. S.
Wordsley . . .	..	..	..	..	..	..	..	400*	200 10 3	50 N. S.
Wheelton . . .	10	138	Legal expenses 8	..	13	..	..	169	55	25 N. S.
Wednesbury . . .	..	300	50	..	30	..	..	380	130	75 N. S.
Pyecombe . . .	..	..	..	..	..	..	..	104 15	42 10	20 Treasury, 20 Diocesan Society.
Rochdale . . .	..	..	..	..	..	..	..	1000	600	..
Lyliard, Millicent	..	146	Legal expenses 7 10	..	25	..	96	284 10	125	35 N. S.
Berrow . . .	8	170	Legal expenses 15	8	20	..	61	282	117 13	25
Inverbrothock . .	..	..	..	..	..	..	..	532 18	202 11 7	..
Bottisham . . .	..	83	11	..	..	..	..	110	49	10 N. S.
Barton . . .	..	..	..	..	..	..	..	92 10	15	15 N. S.
Newport, Salop .	10	125	Legal expenses 20	5	12 6	..	..	172 6	105	20 Diocesan Society, 30 N. S.
Butley . . .	20	179 13 0	15	..	15	..	60	298 13	110	..
Durham . . .	..	..	..	..	..	..	..	1400 to 1500	..	..
Wakefield . . .	..	..	..	..	..	..	..	..	..	..
Stoke Gabriel . .	..	..	..	..	..	..	..	200	50	35 N. S.
Sudbury . . .	..	..	..	..	..	..	..	..	..	..
Halton . . .	..	..	..	..	..	..	..	..	265	..
Dartford . . .	40	315 10	Legal & other expenses 50	15	20	..	..	440 10	275	..

\* Including Infant school mistress's residence, and dwellings for master and mistress of the present National school.

Amount derived from Sale of old School-house, or from Sale of Patrimonial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£. s.	£.	£.	£.	£.	£.	£.	£.	£.	£.
52 11		287 7 7	83 11	..	..	15 to 20	..	..	21 10	21 10	
									erection of master's residence.		
		150	The Infant school will be supported, with the National School, by annual sermons and subscriptions, averaging from 100 <i>l.</i> to 120 <i>l.</i> , and by the pence of the children.						104		
		89	5	10	..	30	..	45	50	50	
		185	20	30	..	50	..	100	76	76	
221 by 9 year		22 5	..	..	..	..	..	..	in addition to former grant of 104 <i>l.</i>		
									22 5	22 5	
		400	..	30 or 40	..	15 <i>s</i> or 16 <i>s.</i> per week.	..	..	209	200	
		124	15	1	..	15	..	31	10	10	
									additional.		
		139 7	10	3	..	10	..	23	70	70	
		329 11 1	..	..	..	60 to 80	..	..	60	60	
									in addition to former grant of 240 <i>l.</i>		
		35	12 or 14	..	..	9 or 10	16 Charity Funds.	..	Refused.		
		64	..	..	..	..	..	..	Refused.		
		47 6	30	..	..	15	5 Sermons.	50	Refused.		
		130	20	3	..	15	5 probably from Diocesan Society.	..	20	20	
									in addition to former grant of 60 <i>l.</i>		
		..	..	..	..	..	..	..	Refused.		
		..	..	..	..	..	..	..	Refused.		
		115	"It is expected that when the school is once established it will be supported by the neighbouring residents and payments of the children."						20	20	
									in addition to former grant.		
		50	..	..	..	..	..	..	Refused.		
		165 10	30 or 40	..	..	20	..	..	Refused.		

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.					
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers. Working Men.
1842 April 12	The liquidation of a debt on the school-house.	Doctor Lane, Saddleworth.	..	..	..	..	..	..	..
1840 Dec 25	The erection of a school house.	East Burton ..	National	2	..	..	..	..	..
1842 Nov. 14	Ditto .....	Albourne .....	N.	..	..	..	..	..	..
— „ 19	Ditto .....	Besthorpe .....	N.	1	Churchwardens and Overseers.				
1841 Dec. 31	Ditto .....	Ballasalla, Isle of Man.	Parochial	..	Vicar and Churchwards.				
1842 Aug. 12	Ditto .....	Belton .....	National	..	..	..	..	..	..
— Nov. 23	Ditto .....	Derry-Hill .....	N.	..	..	..	..	..	..
— Jan. 1	Ditto .....	Evesham .....	N.	3	6	..	..	..	..
— „ 7	Ditto .....	Fisherton-Anger ..	N.	1	Churchwardens and Overseers.				
1840 Nov. 7	Ditto .....	Frome, Christ Church.	N.	1	Churchwardens.				
1841 Mar. 15	Ditto .....	Glasgow, St. Matthew.	Scotch	..	Minister and seven Inhabitants.				
1842 Jan. 20	Ditto .....	Gazeley .....	National	1	..	..	1	2	1
— Oct. 21	Ditto .....	Handsworth, St. James.	N.	2	3	..	..	..	..
1841 Jan. 9	Ditto .....	Heywood, St. James.	N.	2	..	..	1	..	..
1820 Aug. 28	For further grant ..	Hunslet .....	N.	2	3	..	..	..	..
1841 May 4	Ditto .....	Meopham .....	National.	1	Churchwardens.				
1842 Oct.	The erection of a school-house.	Mortlake .....	British.	3	2	..	..	..	..
— Nov. 7	Ditto .....	Ripponden .....	N.	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
600 square feet	...	3,000	...	...	...	...	...
1/4 of an acre.	Residue of site	180	...	...	...	...	76
60 square yards.	20 square yards and a green.	395	...	...	...	...	104
...	...	667	An endowment of 9l. 10s.	12	...	...	81
550	350 square yards.	2,000	10l. ....	...	...	...	133
221 by 9 yards.	90 square yards.	718	...	...	None but Sunday schools.	130	163
...	...	1,500	...	...	Bowood school	72	180
...	...	...	...	...	Lady L. Fitzmaurice's school.	29	...
...	...	...	...	...	Mrs. Starkie's school, to be merged in the proposed schools.	40	...
650 square yards	A green about 2 acres	4,500	Deach's school in Ringworth.	30	An infant school	200	470
120 by 84 feet	...	1,600	Gardner's charity.	10	Ditto	70	222
...	...	...	Rowe's charity, 13l.	10	...	...	...
90 square feet.	Residue of site	3,000	...	...	Sunday school	250	311
630 square yards.	33 by 60 feet.	3,600	...	...	An infant school	90	...
57 by 32.	...	490	...	...	A small voluntary school taught in the Vestry of a Dissenting Church.	...	378
...	...	...	...	...	A dame school	40	64
500 square yards.	300 square yards.	3,000	...	...	An infant school	...	148
...	...	...	...	...	An Independent Sunday school.	...	...
900 square yards.	1/4 of an acre.	3,300	...	...	A Wesleyan Sunday school.	...	...
...	...	...	...	...	Heap-Bridge	309	261
1,800 yards.	...	16,600	An annual grant of 2l. 10s.	5	Town school	...	730
1/4 of an acre.	...	1,200	...	...	A Sunday school	...	124
441 by 274 feet.	Residue of site.	5,000	Lady Chapel, 31l.	...	National school	200	112
...	...	...	Funded property, 24l.	...	Infant school	50	...
322 square yards.	124 square yards.	7,676	An institution in the township of Rishworth for the education of the poor of Halifax generally,	73	Bate's national school	80	...
...	...	...	...	...	New Richmond school	300	...
...	...	...	...	...	Kew school	100	...
...	...	...	...	...	Schools attached to several meeting-houses about	500	251

At	Total estimated Expense of School Buildings.								Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.		
Doctor-Lane, Sandwich.	..	..	..	..	..	..	..	..	..	..
East Burton . . .	..	119 10	..	..	..	..	..	..	50	40
Albourne . . . . .	..	239	..	..	..	..	..	350	200	20 N. S.
Besthorpe . . . .	50	108 17	10	..	11	26 5	134 18	331	..	15 Newark Board of Education.
Ballasalla, Isle of Mau.	11 10	163 10	Legal expenses 1 10 Legal & other expenses	..	3 10	..	..	180	90	..
Belton . . . . .	5	199	13	..	15 16	4 1	..	236 17	137 10	..
Derry Hill . . . .	..	185	..	..	..	..	25	..	90	..
Evesham . . . . .	..	Not furnished	..	..	..	..	..	..	500	..
Fisherton-Anger . . .	..	..	Compensation to tenants. 3)	..	..	..	..	800	227 9	35 Salisbury Diocesan Board.
Frome, Christ Church.	30	645	..	..	25	..	..	750	397 5	..
Glasgow, St Matthew.	400	800	..	..	80	..	..	1,250	600	..
Gazeley . . . . .	..	100	..	..	20	..	60	180	120	15 N. S.
Handsworth, St. James.	55	384 2 5	12 12	Legal expenses 13 15	27 13 1	..	..	493 2 6	368 2 6	60 N. S.
Heywood, St. James.	..	355	50	..	..	..	..	405	160	..
Hunslet . . . . .	..	1,300 <sup>per</sup>	Incidental expenses 100	..	..	..	..	1,400	600	250 N. S.
Meopham . . . . .	..	331	Legal expenses 19	..	..	..	..	330	145	45 N. S.; 10 Gravesend Society.
Mortlake . . . . .	100	200	50	..	20	..	..	370	200	..
Ripponden . . . . .	..	287 10	..	..	17 15 6	..	..	305 5 6	125	65 N. S.

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collections.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	..	..	..	..	..	..	Refused.		
..	..	29 10	..	..	..	..	..	12	38		
..	50	70	30	..	..	14	..	44	52	59	
..	..	Not stated.	..	..	9 10	6d to 3d. per week.	..	..	40 10	40 10	
..	..	88	The master will have a salary of 10l. a year, a dwelling-house, and quarterings from the children of 2s. 6d. to 3s.						88	88	
..	..	98 7 6	..	30	..	14	..	44	82	82	
..	..	Not stated	The children's pence. Mrs. Starkie has promised a subscription in lieu of her present maintenance of a mistress. The incumbent engages to make this sum up to 20l.						90	90	
..	..	400	According to the statement of accounts for the year ending March 25, 1841.						151 16 8	235	235
..	..	550 probably.	..	50	..	..	..	..	190	190	
..	..	322 15	..	13	..	11 18	4	28 18	191	181	
..	..	630	The school will be supported by the Session and congregation of St. Matthew's Church.						400		
..	..	55	15	..	..	12	..	27	34		
..	..	65	..	25	..	..	..	..	65	65	
..	..	180	The schools are in union with the schools at the parish church, the funds of which are already large.						50	50	
..	..	550	16	14	2 10	1d., 2d., & 3d. per week.	..	..	100	100	
..	..	150	30	Uncertain.	..	40	..	..	20		
..	..	100	30	..	..	3d. per week each child.	..	..	60	60	
..	..	114 16 3	7	A satisfactory answer cannot be given at present, as much opposition is expected from the Dissenters, who are extremely strong and violent.						126	



Date of Receipt of Application.	Object of Application.		Description of School.	Numbers of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Jan. 18	The erection of a school-house.	Sayer's Common	N.	..	..	..	..	..	..	..
— Dec. 13	Ditto .....	Sandford .....	N.	1	Churchwardens and Overseers					
— Jan. 10	Ditto .....	Shere .....	N.	1	3	..	..	..	..	..
— July 21	Rebuilding and enlargement of school-house.	Tewkesbury ..	N.	1	and Churchwardens					..
— June 1	The enlargement of school-house.	Tenby . . . . .	N.	..	4	..	..	..	..	..
— Sept. 10	The erection of a school-house.	Tipton, St. John's	N.	1	and Churchwardens					..
— „ 19	Ditto .....	Wolborough and Highweek	N.	3	4	..	..	..	..	..
— Oct. 6	Ditto .....	Dartford .....	N.	1	Churchwardens and 33 others					
— Aug. 1	Ditto .....	Winch, East ..	N.	1	Churchwardens and Overseers					
— Dec. 2	The liquidation of debt on school-house and conveyance of the property to trustees, under the 4 & 5 Vic. c. 38.	Runnington ..	N.	..	..	..	..	..	..	..
1843 Jan. 29	The enlargement of school-house	Doncaster . . .	N.	..	..	..	..	..	..	..
— Oct. 31	Rebuilding and enlarging an endowed school.	Berwick-on-Tweed	..	..	..	..	..	..	..	..
— Nov. 19	Building a master's residence.	Ford .....	..	..	..	..	..	..	..	..
— „ 17	Building and establishing a school for the sons of naval and marine officers.	Camberwell Royal Naval School.	..	..	..	..	..	..	..	..
— Dec. 5	Repairing school . . .	Leeds Central School.	N.	..	..	..	..	..	..	..
— Jan. 26	Defraying a debt on school-house.	Rede .....	..	..	..	..	..	..	..	..
— „ 16	The erection of a school-house.	Appledore . . .	N.	2	and Chapelwardens					..
..	For further grant . . .	Bishopstoke . . .	N.	..	..	..	..	..	..	..
1842 Dec. 19	The erection of a school-house.	Birmingham St. Luke.	N.	..	..	..	..	..	..	..
1843 Feb. 10	The enlargement of the present school-house.	Downside . . . .	N.	..	..	..	..	..	..	..
— Jan. 12	The erection of a school-house.	Hoo and Litheringham.	N.	1	and Churchwardens					..
— Feb. 13	Ditto .....	Llanfyllin . . . .	N.	..	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
105 by 65 feet.	Residue of site.	500	5l.	..	A dame school to be merged in present application.	..	78
82 by 83 feet.	45 by 30 feet.	540	Left by will, 6l. 6s.	..	A Roman Catholic school.	..	85
† an acre.	..	1,347	Gallon's Charity, 13l. 4s. 2d.	..	Four dame schools . . .	..	142
100 by 50 feet.	..	6,000	Lady Capel's Charity, 16l. to 20l.	..	Infant school . . . . .	200	476
5 square perches.	..	2,700	.. . .	..	Lancasterian school . .	200	
15½ perches.	..	500	.. . .	..	Infant school . . . . .	100	114
53 by 34 feet 6 inches.	..	3,912	Beam's Charity, 90l.	100	A school supported by Dissenters.	..	96
61 by 50 feet.	50 by 40 feet.	5,300	50l. per annum . .	..	National school . . . .	210	341
9½ roods.	Residue of site.	466	.. . .	..	Boys and Girls . . . .	240	146
..	..	..	.. . .	..	.. . .	..	72
..	..	..	.. . .	..	.. . .	..	..
..	..	..	.. . .	..	.. . .	..	..
..	..	..	.. . .	..	.. . .	..	..
..	..	..	.. . .	..	.. . .	..	..
..	..	..	.. . .	..	.. . .	..	..
..	..	..	.. . .	..	.. . .	..	..
13 perches.	..	2,535	.. . .	..	A national school 2 miles distant.	..	207
..	..	..	.. . .	..	.. . .	..	..
445 square yards.	191 square yards.	8,000	.. . .	..	None except petty dame schools.	..	370
..	..	..	.. . .	..	.. . .	..	..
¼ of an acre.	..	400	.. . .	..	.. . .	..	68
..	..	1,850	.. . .	..	Two small schools held in private houses.	..	133

Continued on pages 826, 827.

At	Total estimated Expense of School Buildings.							Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.	
Sayers' Common	£. 35	£. 200	£. Leg. exp. 10	£. ..	£. ..	£. ..	£. 203 10	£. 450	£. 183
Sandford . . . .	..	200	Legal expenses 1 10	..	..	..	..	201 10	100
Shere . . . . .	..	290	Leg exp. 30	..	30	..	200	590	200
Tewkesbury . . .	..	518	60	Legal expenses 45	..	50	..	703	310 120
Teuby . . . . .	..	..	..	..	..	..	..	129 10	..
Tipton, St. John's	20	195	10	Legal expenses 10	..	..	25	260	133 7 11
Wallborough and Highweek.	..	310	20	Legal expenses 12 12	20	15	..	397 12	97 12
Dartford . . . .	40	315	50	Legal expenses 10	20	5	..	440	175
Winch, East . . .	5	117 19 4	9 2 3	Legal expenses ..	..	..	117 19 4	250	150
Runnington . . .	..	..	..	..	..	..	..	..	..
Doncaster . . . .	..	..	..	..	..	..	..	..	..
Berwick-on-Tweed	..	..	..	..	..	..	..	..	..
Ford.	..	..	..	..	..	..	..	..	..
Camberwell Royal Naval School.	..	..	..	..	..	..	..	..	..
Leeds Central School.	..	..	..	..	..	..	..	..	..
Rede . . . . .	..	..	..	..	..	..	..	..	..
Appledore . . . .	..	..	..	..	..	..	..	..	85
Bishopstoke . . .	..	..	..	..	..	..	..	..	..
Birmingham, St. Luke.	153	705	Legal & other expenses. 73 10	..	165	..	..	1098 10	280
Downside . . . .	..	..	..	..	..	..	..	55	10
Hoo and Litheringham. .	..	86	Legal expenses 5	..	5	..	29 10	125	50
Llanfyllin . . . .	..	..	..	..	..	..	..	400	100

20 N.S.; 50  
Chichester  
Diocesan  
Board.  
20 Diocesan  
Society.  
35 N. S.

25 N. S.

12 N. S.; 91  
Diocesan  
Board.  
40 N. S.

[illegible]

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1843 Feb. 17	The erection of a school-house.	Mawdesley . . .	N.	4	.	.	.	.	.	.
1842 Dec. 15	Ditto . . . . .	Morwinstow . .	N.	1	Churchwardens and Overseers.					
— Feb. 24	Repairing and enlarging present school-house.	Ninebanks . . .	N.	1	1	.	.	3	.	.
— June 3	The erection of a school-house.	Oldham . . . .	N.	1	5	3	4	.	1	.
— Nov. 4	Ditto . . . . .	Ridlings . . . .	N.	3	2	.	.	.	.	.
1843 Feb. 3	Ditto . . . . .	Thurning . . . .	National	1	.	.	.	.	.	.
1842 Sept. 6	Ditto . . . . .	Tanfield . . . .	N.	1	and Chapel-wardens					
1843 Jan. 17	Towards schools already built.	Ashton - under - Lyne.	N.	.	.	.	.	.	.	.
1842 July 29	The erection of a school-house.	Llanelidan . . .	N.	3	.	.	.	.	.	.
1843 Jan. 12	Ditto . . . . .	Broadwinsor . .	N.	2	.	.	.	.	.	.
— Aug. 12	Ditto . . . . .	Bradford, Densy Hill.	N.	2	5	.	2	.	.	.
1840 Aug. 24	Ditto . . . . .	Shelve . . . . .	.	3	1	.	.	.	.	.
— Nov. 26	Ditto . . . . .	Wimborne Minster	N.	2	.	.	.	.	.	.
— „ 18	Ditto . . . . .	Holt, Dorset . .	N.	4	.	.	.	.	.	.
1841 May 5	For further grant . . .	Barkingside . . .	N.	1	and Churchwardens					
1843 Feb. 17	The erection of a school-house.	Butterleigh . . .	N.	3	.	.	.	.	.	.
Dec. 7	Ditto . . . . .	St. Andrew . . .	Scolsh.	4	2	.	.	.	.	.
1841 Jan. 6	Ditto . . . . .	Seavington . . .	N.	2	and Churchwardens					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
54 by 30	Residue of site.	867	....	..	A Roman Catholic school; two Methodist schools.	50	168
10 perches.	10 perches.	1,000	....	..	None but dame schools	..	96
...	...	760	....	120	....	..	77
...	...	63,000	Blue-coat school .. Grammar-school ..	70	Infant school; Sunday schools attached to several Dissenting chapels.	100	700
900 square yards.	400 square yards.	3,600	A house and 40 acres of land for teaching 40 poor children to read the Bible.	..	A National school at Honville for 300 children, erected by the Butterley Company for the exclusive benefit of their own workpeople.	..	450
8½ perches.	5 or 6 perches.	160	...	..	...	..	53
1 rood 5 perches.	..	3,000	An endowment of 300l. principal, and 6l. a-year arising from land.	..	Two small village schools.	19	192
..	..	..	....	..	...	..	..
132 by 22	32 by 22.	962	....	..	...	..	70
72 by 50	..	1,500	A small endowed grammar school.	..	School at present held in the late poor house.	..	240
1 rood.	Residue of site.	1,400	...	..	...	..	348
..	..	2,000	...	..	A Sunday school held at a Dissenting meeting-house.	..	70
1340 yards.	1700 yards.	2,868	Pamphell free-school.	40	...	..	293
400 sq. yds.	An unenclosed common.	1,313	...	..	Two or three private schools.	..	300
† an acre.	‡ of an acre to each school.	1,500	...	..	A Dissenting school; two dame schools.	50	144
710 feet.	..	400	...	..	Two small dame schools	..	51
2½ by 80.	Residue of site.	4,500	The "Bell" Fund	..	The Madras College .. The Fishers' school ..	800 80 to 100	160
3000 sq feet.	Residue of site.	80	...	..	Only dame schools	..	..

Continued on pages 830, 831.

At	Total estimated Expense of School Buildings.							Total estimated Expense.	Amount Subscribed by Private Parties.	Amount Contributed by any Society or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.			
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Mawdesley . . .	10	220	..	..	..	..	..	230	105	..
Morwinstow . . .	..	..	..	..	..	..	..	200	66	..
Ninebanks . . .	..	40	Legal expenses 6	..	..	..	..	46	29	5 Durham Diocesan Board.
Oldham . . . .	..	..	..	..	..	..	..	2337	400 25	300 N. S.
Riddings. . . .	50	650	Legal expenses 20	..	..	..	720	..	Queen Dowager 305 10	..
Thursing . . . .	..	70	10 Legal expenses 2	..	3	..	..	85	41	10 Huntingdon Board.
Tanfield . . . .	..	200	5 10	..	30	..	190	355 10	90	50 N.S.; 25 Diocesan Board.
Ashton-under-Lyne. . .	..	..	Legal expenses 2	..	..	..	..	..	..	..
Llanelidan . . .	..	60 12 6	Legal & other expenses 22 15	..	2 10	..	54 14 2	119 16 8	31 5	15
Broadwings . . .	..	700	..	..	..	14 5	..	737	474	60 N.S.
Bradford, Densy Hill.	..	..	..	..	..	..	..	548 3 6	55	..
Shelve . . . . .	..	..	Legal expenses 4	..	50	..	..	160	119	..
Wimborne, Miu-ster.	440	700	..	..	..	..	..	1194	505 12 2	..
Holt, Dorset . .	..	500	Legal expenses 4	..	..	..	150	654	227 10	100 N.S.
Barkingside . . .	..	395	Legal & other expenses 25	..	60	..	80	550	150	35 N.S.; 5 Barking Church Union Society.
Butterleigh . . .	..	71	Legal expenses 4	..	..	..	..	75	8	20 Diocesan Board.
St. Andrew . . .	..	..	..	..	..	..	..	1000	500	..
Seavington . . .	..	200	..	..	20	..	..	220	80	..

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	115	..	6	2	2d. weekly each child. 10	..	..	85	85	
..	..	134	20	2	..	10	..	32	70	70	
..	..	19	..	..	..	30	..	..	12	12	
..	..	1612	..	40	16 10*	..	..	..	1000	1000	
..	..	414 10	20	15	..	100	..	135	275	275	
..	..	34	The Rector will provide board and lodging for the mistress. The expenses may be met by annual subscriptions and school fees.						26 10	26 10	
..	..	235	..	..	..	80	..	..	100	100	
..	..	..	..	..	..	..	..	..	60	60	
..	..	73 11	5 10	and school fees, the amount of which is not furnished.					50	50	
..	..	202 18	..	..	30	..	..	..	150	150	
..	..	..	..	..	..	..	..	..	300	300	
..	..	41	15	..	..	..	..	..	10	10	
..	..	605 12 2	80	..	..	1d. weekly each child.	..	..	in addition to former grant. 50		50
..	..	272 10	..	5	..	1d. weekly each child.	..	..	in addition to former grant of 150l. 50		50
..	..	315	15	..	..	12	10 10 rent of building; 10 sermons.	47 10	98		
..	..	47	2	2	..	10	..	4	6	96	
..	..	500	Unable to state. The contributions have hitherto been sufficient to defray all the expenses.						200	200	
..	..	120	10	25	..	13	2 collections in Church.	0	45	45	

\* Weekly payments of the children will realize a large sum.



Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.					
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers. Working Men.
1812 Dec. 22	The erection of a school-house.	Rudry . . . . .	N.	1	Churchwardens and Overseers				
1843 Jan. 3	Ditto . . . . .	Manningham . .							
— March 8	Ditto . . . . .	Dittisham . . .	N.						
— Feb. 21	Enlarging and fitting up a house to be converted into a school-room.	Pittenween . . .	Scotch.	1	3				
1843 May 9	The erection of a school-house.	Castle Eden . . .	N.	2	4				
— Oct. 18	Ditto . . . . .	Stratford St. Mary	N.	1	and Churchwardens				
1843 Feb. 2	Ditto . . . . .	Foston . . . . .	Parochial.	1	and Churchwardens				
1842 Aug. 5	Ditto . . . . .	Hoddesden . . .	N.	3					
— April 5	Ditto . . . . .	Woodhurst . . .	N.	2	1				
— July 18	Ditto . . . . .	Maldon . . . . .	British.						
1840 Nov. 7	Ditto . . . . .	Upottery . . . .	N.	2					
1843 March 7	Ditto . . . . .	Virginia Water .	N.	1	and Churchwardens				
1842 May 23	Ditto . . . . .	Glasgow, Martyr's Parish.	Scotch Kirk Session, and 12 resident gentry.						
1843 March 6		Barton-on-Trent .	National		4				
1842 Nov. 16	Ditto . . . . .	Biggleswade . .	N.	1	3				
1843 Feb. 24	Ditto . . . . .	Newton-in-Mottram.	N.	2					
1843 April 30	Ditto . . . . .	Pitminster . . .	N.						
1843 March 17	Ditto . . . . .	Derby . . . . .	British.	8				6	

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
12 perches.	• • •	364	• • •	• •	A Sunday school . . . . A day school held, kept in a small room adjoining the Independent Chapel.	• •	50
1210 sq. yds.	Residue of site.	4,000	• • •	• •	A temporary National school.	80	300
½ of an acre.	A few poles only.	950	• • •	• •	Three dame schools, besides the Church school.	• •	150
• •	230 yards.	1,399	None, but the parish school.	• •	• • •	• •	153
½ of an acre.	• •	1,100	• • •	• •	• • •	• •	244
½ an acre.	½ of an acre.	640	An endowment of 7l.	• •	• • •	• •	108
3¼ by 19½	• •	300	• • •	• •	Parish school-room . .	25	69
244 by 50	• •	2,170	An endowed school for 50l.	• •	Boys' school, supported by a private gentleman. The proposed school, now held in a hired house.	• •	182
1 rood.	80 sq. ft.	632	• • •	• •	Two Sunday schools . .	• •	81
• •	• •	700	• • •	• •	One National school . .	• •	400
½ of an acre.	½ of an acre.	991	• • •	• •	A school at the Baptist Meeting house.	• •	200
1 acre.	½ an acre.	800	An endowed school at Egham.	• •	A National school at Englefield-green, Boys and girls' school at Stroud.	• •	166
800 sq. yds.	2 pieces about 40 ft. square each.	4,995	• • •	• •	Proprietors of St. Rollox Works.	• •	400
815½ sq. yds.	A separate yard for each school.	5,000	A Grammar school endowed by Abbot Deane.	60	• • •	• •	550
			A school endowed by a Mr. Richard Allsop.	30	• • •	• •	• •
90 by 25 ft.	40 by 26 ft.	3,800	• • •	• •	National and Sunday school.	310	133
100 by 80	Residue of site.	7,501	• • •	• •	A Sunday school held in an empty cotton-mill.	231	566
					Sunday school, Methodist.	100	• •
					Another Sunday school, sometimes used as a day school.	180	• •
1,450 sq. yds.	120 yds.	35,000	A free grammar school.	• •	A National school . . .	200	102
					Two ditto . . . . .	200	621
					Four infant schools . .	250	• •
					One Wesleyan school . .	60 or 70	• •

At	Total estimated Expense of School Buildings.								Amount Subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.		
Rudry . . . . .	£. 2	£. 66	£. 2	£. 2	£. 2	£. 2	£. 35	£. 103 2	£. 28	£. 20 N.S.
Manningham . . . . .	..	350	50 Legal expenses	..	100	..	150	650	350	..
Dittisham . . . . .	35	265	20	..	25	..	..	345	103	35 N.S.
Pittenween . . . . .	..	100	66	..	..	..	80	246	70	..
Castle Eden . . . . .	..	..	..	..	..	..	..	900	280	50
Stratford, St. Mary . . . . .	..	140	20 Other expenses	..	..	..	140	300	160	Diocesan Society, 35
Foston . . . . .	..	..	..	..	..	..	..	40	15	Diocesan Society.
Hoddesden . . . . .	..	350	7 12 6 Legal expenses	..	..	..	200	557 12 6	303 9 6	..
Woodhurst . . . . .	25	120	15 Legal expenses	5	10	..	..	175	42	25 N.S. & 36
Maldon . . . . .	95	820	..	..	..	..	..	915	555	Huntingdon Board.
Upottery . . . . .	..	360	45 Architect & legal expenses	..	24	..	101	530	265	..
Virginia Water . . . . .	..	..	..	..	..	..	..	500	300	30 N.S.; 10
Glasgow, Martyr's Parish . . . . .	200 1 9	9029	117 14 Legal & other expenses	70 16 8	..	25 10	..	1316 11 9	820	Winchester Board; 30 Windsor and Eton Union.
Barnou-on-Trent . . . . .	190	600	120	..	80	15	..	935	378	100 N. S.
Biggleswade . . . . .	..	..	..	..	..	..	..	..	120	..
Newton-in-Moortram . . . . .	..	..	..	..	..	..	..	615	..	120
Pittminster . . . . .	..	..	..	..	..	..	..	183 12 6	48	..
Dorby . . . . .	..	970	150	..	..	..	280	1,400	770	..

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	53	Unable to state.	..	..	..	..	..	25	25	..
..	..	360	..	Uncertain.	..	80	..	..	200	200	..
..	12	150	15 to 20	..	..	15	..	..	75	75	..
..	100	76	10	..	..	20	..	30	76	76	..
..	..	300	..	..	..	60	..	..	220	220	..
..	..	105	The school is to be supported by the Colliery owners and the Rev. J. Burdon, in equal proportions.						75	75	..
..	..	25	25	..	..	20	..	45	25	..	..
..	..	250	50	..	..	1d. per week each child.	..	..	125	125	..
..	25	53	22	5	..	15	..	42	42	42	..
..	..	360	..	80	..	30	..	110	200	200	..
..	..	365	22	..	..	34	..	56	125	125	..
..	..	180	45	10	..	10	..	..	108	108	..
..	200 1 9	756 10	No annual subscriptions can be depended on. The fees must be moderate to induce attendance. No other source of income.						400	400	..
..	120	597	55 to 100	..	..	..	..	..	275	275	..
..	..	..	60	..	..	uncertain	..	..	90	90	..
..	..	..	Fees to be paid by scholars not yet fixed; 10l. per annum have hitherto been collected for the Sunday school.						500	500	..
..	..	630	240	..	..	30 besides those for girls and infants.	20 by letting the boys' school.	..	75 450	75 450	..

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Genry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1842 Nov. 16	The erection of a school-house.	Sedbergh . . . .	B.	..	..	..	..	5	7	..
1843 Feb. 7	Rebuilding school, and erecting a master's house.	Cranbrook . . .	National	..	..	..	..	..	..	..
— March 18	The erection of a school-house.	St. Helen's, St. Thomas.	N.	1	Churchwardens and two other persons.					
1842 Oct. 5	Ditto . . . . .	Ashfordby . . .	N.	..	..	..	..	..	..	..
— Feb. 4	Ditto . . . . .	Lynton . . . . .	N.	3	..	..	..	..	..	..
1843 Jan. 30	Ditto . . . . .	Steep . . . . .	N.	1	Churchwardens and Overseers					
— March 3	Ditto . . . . .	Siofold . . . . .	N.	1	Churchwardens and Overseers					
1841 March 12	Ditto . . . . .	Stockton . . . .	N.	2	..	..	..	..	..	..
1842 Dec. 15	Ditto . . . . .	North Cerney . .	N.	2	4	..	..	..	2	..
1843 Jan. 6	Ditto . . . . .	Buglawton . . . .	N.	1	4	..	..	..	..	..
— April 3	Ditto . . . . .	Brading . . . . .	N.	3	3	and 2 Churchwardens				
1841 Aug. 4	Ditto . . . . .	Low Moor . . . .	N.	1	3	..	..	..	..	..
1843 March 22	Ditto . . . . .	High Littleton . .	N.	1	4	and Churchwardens				
— Jan. 11	Ditto . . . . .	Padgate . . . . .	N.	1	4	..	..	..	..	..
— Feb. 4	Ditto . . . . .	Lawton . . . . .	N.	4	1	..	..	..	..	..
1842 Sept. 22	Ditto . . . . .	Northallerton . .	N.	3	..	..	..	..	..	..
— Feb. 22	The erection of a school-house, and to purchase and repair a cottage for a master's residence.	Trumpington . . .	N	1	Churchwardens and Overseers					
— Nov. 25	For a further grant of 200 <i>l.</i> , to enable the promoters to open the upper story of the building as a school-room.	Port Glasgow . . .	Scotch	..	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
60 by 50 ft.	150 yds.	2,300	...	...	National school . . . .	...	250
† of an acre.	60 ft. sq. in each yd.	...	5l. and a house . .	12	Two dame school; two infant school.	...	266
Unlimited.	Residue of site.	3,000	...	...	A private school of Mrs. Greenall.	38	550
234 sq. yds.	...	467	5l. per annum, left by Mr. Morris Cam for the free education of six poor children.	...	...	...	81
1 acre.	50 ft. sq.	1,027	...	...	National school; two private schools.	...	144
10 rods.	...	561	...	...	...	...	90
33 poles.	9 or 10 poles.	1,026	A small endowed school for boys.	...	...	...	173
‡ of an acre.	Residue of site.	420	A small house, let at 2l. 12s.	...	A girls' school . . . .	58	60
66 by 40 ft.	40 by 36 ft.	667	...	...	None but dame schools	...	120
342 sq. yds.	...	2,000	...	...	Church Sunday school; three Methodist Sunday schools; three or four dame schools.	...	270
62 by 32 ft.	120 by 63 ft.	1,866	...	...	An infant school, supported by Lady Maria Oglander.	24	196
...	...	4,000	...	...	Boys' and girl's school .	...	130
‡ of an acre.	50 by 47 ft. for each school.	1,111	...	...	...	...	180
26 sq. yds.	Residue of site.	1,510	A small cottage, garden, and field.	...	A school in Wodstone .	90	177
24 by 20 ft.	60 by 30 ft.	1,000	The interest of 10l.	...	A school in Orford . .	30	...
...	...	...	...	...	A Roman Catholic school.	100	...
...	...	...	...	...	A school for 120 infants, supported by Mr. Lawton; a school for 70 girls, supported by Mrs. Lawton; a Sunday school for 120.	...	113
125 by 47 ft.	47 by 15 ft. each school.	3,316	Rame's charity, 4l. 4s.	4	National school, boys .	100	465
...	...	...	Kettlewell's ditto, 10l.	10	Ditto, girls . . . . .	90	...
...	...	...	Grammarschool . .	4	...	...	...
Nearly an acre.	A small garden.	750	An estate of 21 acres, 18l.	4 free boys.	Two dame schools; a school; three day schools for girls, maintained by Mr. Foster.	...	117
...	...	...	...	...	...	...	...

[illegible]





Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1843 April 5	The payment of a debt of 300l.	Holbeck & Wortley.	British	..	..	..	..	..	..	..
— „ 15	The enlargement of the school.	Holywell Colliery	B.	..	..	..	..	..	..	..
1842 Dec. 7	The erection of an Infant school.	Huddersfield, Trinity.	National	..	..	..	..	..	..	..
1843 May 2	The repair and alteration of school-house.	Brandon . . . .	N	..	..	..	..	..	..	..
— „	Repairing and fitting up a cottage as a school-house.	Norton Bavant .	N.	..	..	..	..	..	..	..
— April 27	Purchasing a Chapel belonging to the Primitive Methodists, to be converted into a Girls' school.	Portland, Isle of St. John.	N.	..	..	..	..	..	..	..
1842 April 8	The erection of a school-house.	Jackfield . . . .	N.	..	..	..	..	..	..	..
1843 Apr. 29	Rebuilding school . . .	Jews' Free School, Bell-lane, Spitalfields.	..	..	..	..	..	..	..	..
— Feb. 14	The erection of a new school in lieu of the present school.	Biddenden . . . .	..	..	..	..	..	..	..	..
— „ 2	The completion of school-house.	Bishop's Castle .	N.	2	..	..	..	..	..	..
1842 Aug. 16	The erection of a school-house.	Napton . . . . .	N.	..	..	..	..	..	..	..
1840 Sept. 8	Ditto . . . . .	Salehouse . . . .	N.	..	..	..	..	..	..	..
1843 July 26	Ditto . . . . .	Fulwell . . . . .	N.	..	..	..	..	..	..	..
1841 Dec. 18	Ditto . . . . .	Great Warley . .	N.	1	Churchwardens and Overseers					
— June 2	Ditto . . . . .	Glasgow, St. Mungo's.	Scotch.	The Ministers and Elders						
— Feb. 19	Enlarging school-rooms, and erecting rooms for the master and mistress.	Stanwix . . . . .	N.	1	2	..	..	..	..	..
1843 Feb. 17	The erection of a school-house.	Wethersfield . .	N.	..	..	..	..	..	..	..
— May 10	Ditto . . . . .	Turnham Green .	N.	4	1	..	..	..	..	..
— Jan. 26	Ditto . . . . .	Moulton . . . . .	N.	..	..	..	..	..	..	..
1842 May 23	Ditto . . . . .	Salford, St. Bartholomew.	N.	1	Churchwardens and five others					
1843 Feb. 28	Ditto . . . . .	Arkesden . . . .	N.	4	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six square feet for each.
Site	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	7,000 to 8,000	..	..	..	Trinity Church National School.	400	105
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	42
..	..	..	..	..	..	..	77
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..
57 by 64 feet	Two small court-yards.	2,007	A day school . . .	50	Sunday schools belonging to the Church and to the Independents. Dame schools.	..	183
..	..	934	The interest of 10% . . .	..	The present school . . .	80	76
..	Residue of site	642	..	..	A Church Sunday school A Baptist Sunday school	60	81
165 by 50 feet	65 by 20 feet	2,355	1000 <i>l</i> . bequeathed by Hugh Jones.	..	..	..	270
..	10 perches	600	..	..	Two dame schools . . .	20	75
971 sq. yds.	239 sq. yds., 264 boys.	4,500	Ditto . . . . .	..	Two private adventure schools.	..	373
$\frac{1}{2}$ of an acre.	$\frac{1}{2}$ of an acre.	1,720	Ditto . . . . .	..	A school . . . . .	60	200
56 square ft.	..	1,720	An endowment, 20 boys 20 <i>l</i> . per annum Ditto 20 girls 18 <i>l</i> . ditto Ditto 20 boys and girls, 5 <i>l</i> . per annum, and a cottage.	..	..	..	240
1 road 124 by 60 ft.	110 by 80 ft. 2400 ft. for each sex.	300 1,595	..	..	Dame schools . . . . .	..	77 210
722 sq. yds.	..	5,000	..	..	..	..	754
14 sq. rods.	..	497	..	..	A dame school . . . . .	..	78

At	Total estimated Expense of School Buildings.								Amount subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.		
Holbeck and Wortley.	£.	£.	£.	£.	£.	£.	£.	£. s.	£.	£.
Holywell Colliery	..	..	..	..	..	..	..	..	..	..
Huddersfield Trinity.	..	..	..	..	..	..	..	210	90	30 N. S.
Branson	..	..	..	..	..	..	..	57 13 10	..	..
Norton Davant	..	..	..	..	..	..	..	33	..	12
Portland, Isle of St. John.	..	..	..	..	..	..	..	100	..	..
Jackfield	..	..	..	..	..	..	..	..	..	..
Jews' Free School, Bell-lane, Spitalfields.	..	..	..	..	..	..	..	..	..	..
Biddenden	..	..	..	..	..	..	..	..	..	..
Bishop's Castle	..	360	Legal expenses 10	..	50	..	..	420	370	..
Napton	..	112	Legal expenses 5	..	5	..	..	122	41	..
Salehouse	..	147 4	16 Legal & other expenses	..	7	..	70 5	235 14	102 7 6	25 N.S.
Pwlheli	..	550	80	..	50	..	150	830	387	..
Great Warley	..	..	..	..	..	..	..	270 15 6	181 6	..
Glasgow, St. Mungo's.	437 14 5	785	44	Legal expenses 40	132	..	..	1444 14 5	320	..
Stanwix	..	..	..	..	..	..	..	250	75	30 N.S.
Wethersfield	..	278 17	34 16 6	..	53 4 5	..	126 19 8	493 17 7	176 6 6	50 N.S.; 75 Essex Diocesan Board.
Turnham Green.	..	160	..	..	10	..	80	250	140	..
Moulton	..	..	..	..	..	..	..	525	238 10	..
Salford, St. Bartholomew.	..	..	..	..	..	..	..	1065	550	..
Arkesden	10	248 13	..	Legal expenses 5	25	..	..	288 13	162	..

Amount derived from sale of old School-house, or from sale of Parochial Property.	Amount derived from other sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	..	..	..	..	..	..	..	150	150	..
..	..	..	..	..	..	..	..	..	20	20	..
..	..	83 to 90	The funds will be drawn in some measure from the present school, which amount to 100l. per annum.						52 10	52 10	..
..	..	..	..	..	..	..	..	..	30	30	..
..	..	..	..	..	..	..	..	..	20	20	..
..	..	..	..	..	..	..	..	..	40	40	..
..	..	..	..	..	..	..	..	..	Refused	..	..
..	..	..	..	..	..	..	..	..	Refused	..	..
..	..	..	..	..	..	..	..	..	Refused	..	..
..	..	50	60	5	..	..	..	65	50	50	..
..	..	81	10	5	..	10	..	25	40	40	..
..	..	108 6 6	20 18 6	..	..	1d. weekly per child.	..	..	60	60	..
..	..	443	15 to 18	5 or 6	..	50	..	..	200	200	..
..	..	89 9 6	..	6 or 7	..	14 or 15	..	..	40	40	..
..	..	669 14 5	..	..	25	30	..	55	373	373	..
..	..	150	10	5	..	85	..	100	100	100	..
..	..	192 12 1	..	..	38	uncertain	..	..	130	130	..
..	..	90	30	..	..	..	..	..	50	50	..
..	..	270 10	23	..	..	12s. per week.	..	..	110	110	..
..	..	500	Cannot be stated at present				..	..	400	400	..
..	20	126 13	27	..	..	10	..	37	50	50	..

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1843 Feb. 28	The erection of a school-house.	Birmingham, St. Mark's.	N.	..	..	..	..	..	..	..
— May 9	Rebuilding school-house.	Tenterden . . .	N.	1	3	..	..	..	..	..
— March 15	Ditto . . . . .	Dean Forest, St. Paul's.	N.	..	..	..	..	..	..	..
1842 March 3	The erection of a school house, and conversion of an old school-house into a residence for master and mistress.	Woking, Great .	N.	..	..	..	..	..	..	..
— April 1	The erection of a school-house.	Bredicot . . .	N.	7	..	..	..	..	..	..
1843 May 27	Converting a building into a school-house and master's house.	Newhaven . . .	N.	..	..	..	..	..	..	..
— „ 9	The erection of a school-house.	Chesham . . .	N.	..	..	..	..	..	..	..
— April 1	Ditto . . . . .	Colnithburgh . .	Scotch.	1	3	..	..	..	..	..
1840 Aug. 22	Ditto . . . . .	Holyhead . . .	N.	..	..	..	..	..	..	..
1842 Aug. 5	Ditto . . . . .	Wookey . . .	N.	1	Churchwardens and Overseers					
— Dec. 22	Ditto . . . . .	Gloucester, St. James.	N.	3	..	..	..	..	..	..
1843 April 6	Ditto . . . . .	Swallowcliffe . .	N.	3	1	..	..	..	..	..
— May 30	Enlarging and erecting a master's house.	Shrewsbury, St. Julian.	N.	2	3	..	..	..	..	..
— Feb. 3	The erection of a school-house.	White Coppice .	N.	2	1	..	..	..	..	..
1842 April 19	Ditto . . . . .	Rugeley . . .	N.	..	..	..	..	..	..	..
1843 June 9	Ditto . . . . .	Mickleham . . .	N.	1	1	..	..	..	..	..
1841 Aug. 17	Ditto . . . . .	Leavesden . . .	National.	2	..	..	..	..	..	..
1843 April 13	Ditto . . . . .	Kiulet . . . . .	N.	..	..	..	..	..	..	..
— May 30	Defraying a debt of 200l.	Burslem, St. Paul's.	N.	..	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six feet square for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
468 sq. yds.	..	4,000	King Edward IV.'s school.	255	Independent Sunday school.	..	492
70 by 80	..	3,620	An endowment of Dr. Suttee for the clothing and education of 12 girls.	..	Dissenting schools . . .	..	253
1/4 of an acre	..	1,800	..	..	..	..	210
..	..	2,300	..	..	Dame schools . . . . .	..	100
1/2 of an acre	70 sq. ft. for each play-ground.	2,000	..	..	A Roman Catholic school.	..	150
..	..	1,400	Mr. Dean's bequest of 500l., producing 17l.	..	Dame schools . . . . .	..	256
90 by 40 ft.	..	6,000	..	..	Sunday schools of the Church and Dissenters.	..	500
109 by 42 ft	Residue of site.	800	..	..	Parish school built by the heritors. Three schools built by private subscriptions.	..	100
30 by 13 yds.	A small court around the school.	600	..	..	A Dissenting day school & Sunday school.	..	120
2 rods, 16 perches	..	1,200	..	..	Three or four dame school.	..	156
1/2 an acre	Residue of site.	2,000	..	..	A few small dame schools	..	563
30 perches.	Residue of site.	700	..	..	A Roman Catholic dame school.	..	90
361 sq. yds.	..	3,500	Bowdler's charity for the education and clothing of 30 boys and 20 girls.	..	..	..	340
30 by 14 yds.	150 sq. yds.	650	..	..	A school near Heapey Chapel.	..	90
1243 sq. yds.	..	3,721	Grammar school . . . Harford Free school	..	..	..	312
..	..	750	..	..	A school connected with the Established Church	60 to 70	98
..	..	500	..	..	..	..	78
1/2 an acre.	About half the site.	510	..	..	One small school-room .	..	116
..	..	..	..	..	..	..	..

Continued on pages 846, 847.

[illegible]

Amount derived from sale of of School-house, or from sale of Parochial Property.		Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.		Accepted.	Declined.
..	..	750	25	..	..	2d. weekly per child.	..	..	492	492		
..	..	237 19 8	37 1 6	..	61 6	21 16 2	..	120 3 8	130	..		
..	..	110	35	..	..	20	..	55	103	103		
..	..	72	Annual subscriptions amount to 110% for the support of this school and another at Rochford; no other source of income besides the children's pence.						50	50		
..	..	249	13	10	..	20	10 for two years, from Diocesan Board of Education.	..	100	100		
..	..	141 6	..	85	17	25	..	77	130	130		
..	..	230	40	..	..	100	..	140	250	..		
..	..	130	..	..	..	40	.	..	50	50		
..	..	55	Lady M. Stanley has promised one-half the Master's salary						55	55		
..	..	..	..	..	..	..	..	..	100	..		
..	..	600	..	..	..	115	..	..	300	..		
..	..	100	..	30	..	..	..	..	45	45		
..	..	133 18	40 or 50	30	..	20	..	..	90	90		
..	..	95 probably.	5	8	20	20	..	53	45	45		
..	..	620	70 or 80	..	..	50	..	..	156	156		
..	..	215	30	..	..	13	10	53	70	70		
..	..	80	18 to 20	..	..	15 to 20	10 annual sermon if required.	..	40	40		
..	35	65	..	Uncertain		0 to 15	..	..	58	58		
..	..	..	..	..	..	..	..	..	100	100		



## Statistics of Applications for Aid

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.						
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
1843 June 13	The erection of a school-house.	Ipswich, St. Helen's.	N.	2	..	..	..	..	..	..
— March 17	Rebuilding school and master's house.	Hurst and Ruscombe.	N.	2	..	..	..	..	..	..
— June 13	The erection of a school-house.	Yaxham . . . .	N	3	..	..	..	..	..	..
1842 Oct. 27	Ditto . . . . .	Gransden Parva	N.	..	..	..	..	..	..	..
1843 May 17	Ditto . . . . .	Southampton, St. Mary.	N.	2	..	..	..	..	..	..
1842 Feb. 26	Ditto . . . . .	Ross, Mayo . . .	N.	3	..	..	..	..	..	..
1843 Feb. 10	Ditto . . . . .	Morton Eye . .	N.	2	2	..	..	..	..	..
— June 28	Ditto . . . . .	Boscastle . . .	N.	3	1	..	..	..	..	..
— „ 7	Ditto . . . . .	Sheffield, St. Paul's.	N.	3	..	..	..	..	2	..
— „ 27	Ditto . . . . .	Littleport . . .	N.	..	..	..	..	..	..	..
1842 Jan. 1	Converting two cottages into a school-house, and residence for the master.	Adbaston . . .	N.	2	..	..	..	..	..	..
1843 April 4	The erection of a school-house.	Orlbury . . .	N.	..	..	..	..	..	..	..
1842 Jan. 3	Ditto . . . . .	Bolton le Moors .	N.	..	..	..	..	..	..	..
1843 June 29	Ditto . . . . .	Horse . . . . .	N.	..	..	..	..	..	..	..
— July 12	Ditto . . . . .	Twyford, Hants.	N.	1	Churchwardens and Overseers					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six feet square for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
65 by 33 feet.	Boys', 41 by 25 ft. Girls', 28 by 12 ft. 6 in.	7,323	...	...	A charity school . . . .	60	287
..	70 by 50 ft.	2,339	Totlehampton's bequest, for educating and clothing, 207. Lady D. Harrison's bequest of 7 <i>l.</i> 18 <i>s.</i> 6 <i>d.</i> , to be applied to the National school on condition of eight boys receiving instruction gratis.	10 5	National school . . . . A private charity school. Three dame schools.	100	219
12 sq. yds.	12 by 3 yds.	450	...	...	A Sunday school and dame school, both of which will be merged in the proposed schools.	...	123
655 sq. yds.	..	300	11 acres of Land at Haddenham, in the Isle of Ely, 30 <i>l.</i>	...	...	...	132
140 sq. yds.	30 by 20 ft.	15,000	...	...	National school . . . . Trinity Chapel school . An infant school, chiefly in the hands of the Wesleyans. Five village schools of various sizes.	400 100 100	140
59 by 45 ft.	..	599	...	...	...	...	130
105 by 60 yds.	..	750	...	...	...	...	105
12 perches.	..	1,107	...	...	Several dame schools and two other schools.	...	100
291 sq. yds.	Two small yards, 19 by 15 each.	10,000	...	...	A Roman Catholic school. A school belonging to the Independents.	460 150	462
..	..	3,369	...	...	Five or six dame schools One school for boys and girls.	...	400
$\frac{1}{4}$ an acre.	About half the site.	700	...	...	...	...	90
..	..	351	A free-school at Little Harrowden.	...	One school . . . . .	40	103
..	1,250 sq. yds.	9,810	...	...	Wesleyan Methodist school. Roman Catholic school.	...	500
19 by 20 yds.	252 sq. yds.	790	...	...	A dame school . . . .	20	96
38 poles.	Boys', 66 by 48 ft. Girls', 105 by 15 ft.	1,000	A free charity school	...	A subscription school for girls.	...	90

At	Total estimated Expense of School Buildings.								Amount Subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelings, &c.	Master's House.	Total Estimated Expense.		
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Ipswich, St. Helen's.	128 11	439 8	11 Legal expenses	..	..	..	..	575 19	55	50 N. S.; 100 Diocesan Board.
Hurst and Ruscombe.	8	407 9 6	35 Legal expenses	5	4 1	..	198 18 6	655 8	380 16	30 N. S.
Yaxham . . . .	..	141 5	12 Cutting & legal expenses	8	4	..	..	165 5	70	15 N. S.
Gransden Parva .	..	..	.. Legal expenses	..	..	..	..	..	90	20 Cambridge Board.
Southampton, St. Mary.	90	200	25 Legal expenses	15	..	..	100	430	70 at present, but expected to raise about half the required amount.	
Ross, Mayo . . .	13	141 6	10 Legal expenses	35	32 8	..	82 17	314 11	93 12 6	..
Moreton Eye . .	..	220 10	.. Legal expenses	..	..	..	231 10	452	50	..
Bosccastle . . . .	20	100	20 Legal & other expenses	1 15	..	..	..	151 15	48 11	20 N. S.
Sheffield, St. Paul's.	370	550	45 Legal expenses	..	10	..	..	985	642	105 N. S.
Littleport . . . .	120	600	.. Legal expenses &c.	..	..	..	..	720	120*	..
Adbaston . . . .	..	100	13 10 Legal expenses &c.	26 3	..	..	..	141 13	50	..
Orlingbury . . .	..	..	.. Legal expenses	..	..	..	..	441	150	..
Bolton-le-Moors .	..	667 2	74 16 4 Legal expenses	14 16 8	120	..	..	876 15	517	..
Hoose . . . . .	..	..	.. Legal expenses	..	..	..	..	159 2 6	43 1	..
Twyford, Hants .	..	130	20 Legal expenses	10	..	..	..	160	100	..

\* Value of site given by the Vicar who will erect the school without further aid than is obtained from the Committee of Council.

Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants.	
			Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.		Accepted.	Declined.
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
..	..	375 19	..	..	..	2d. a week each child.	..	..	145	145	
100	..	134 12	..	40	7 18 6	60	..	107 18 6	140	140	
..	..	80 5	..	4	..	12	9 by the rector.	25	60	60	
..	..	..	..	..	80	10 to 12	..	..	95	95	
..	..	815	..	35	..	40	..	75	100	100	
..	..	235 18 6	15	..	3 10	18	..	36 10	100	100	
..	..	402	There is no doubt that the school will be efficiently and permanently supported by the present and future pro- prietors of Berrington, Vicar of Eye.						80	80	
..	31 15	51 15	16	2	..	15	..	33	50	50	
..	..	228	20	20	..	110	..	150	230	230	
..	..	..	15	Subscription from the vicar 20l.		60	25 promised by rector.	120	200	200	
..	..	94 13	The school will partly support itself, and the difference will be made up by subscription among the landowners.							45	
..	..	261	15	..	..	7 10	..	22 10	53	53	
..	..	359	40	35	..	100	..	175	250	250	
..	..	64 8 6	15 13 8	7	..	40	..	62 13 8	43	48	
..	..	60	30	10	26	10	..	76	45	45	

Date of Receipt of Application.	Object of Application.		Description of School.	Number of Trustees under several Heads.					
	To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
1843 March 10	The erection of a school-house.	Compton Bishop	N.	..	..	..	..	..	..
— Feb. 7	Ditto . . . . .	Stoke Hamond	N.	3	..	..	..	..	..
— March 8	Ditto . . . . .	Pitsford . . . .	N.	1	Churchwardens and Overseers				
— June 26	Ditto . . . . .	Berrington . . .	Parochial	1	Churchwardens and Overseers				
— April 24	The liquidation of a debt	Clitheroe, St.	National.	..	..	..	..	..	..
— „	Re-building school and repairing Master's house.	Middletoey . . .	N.	5	2	..	..	..	..
1842 March 24	The erection of a school-house.	West Walton . .	N.	2	..	..	..	..	..
1843 Feb. 27	Converting the present Sunday school into a daily school.	Oldham, St. Peter's.	N.	..	..	..	..	..	..
1840 Nov 17	The erection of a school-house.	Buckland, Dover	N.	1	and Churchwardens				
1843 May 19	Ditto . . . . .	Gooderstone . .	N.	..	..	..	..	..	..
— June 1	Extending the accommoda- tion in the school.	Hull, St. Mark's.	N.	..	..	..	..	..	..
1840 Oct. 24	The erection of a school-house.	Accrington, Christ Church.	N.	2	3	..	..	..	..
1842 Sept. 14	Altering and enlarging school room.	Deptford . . . .	N.	..	..	..	..	..	..
— Jan. 11	The erection of a school-house.	Worcester, Diglis Street.	N.	3	..	..	..	..	..
1843 June 8	Ditto . . . . .	Kirkdale, St. Mary.	N.	..	..	..	..	..	..

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in Schools, six feet square for each.
Site.	Play-Ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
$\frac{1}{4}$ of an acre.	$\frac{1}{4}$ of an acre.	584	7 acres of land, 15/.	..	...	..	72
3 roods.	$\frac{1}{4}$ an acre.	400	...	..	...	..	75
$\frac{1}{4}$ of an acre.	An area of 1,100 ft. each school.	550	...	..	...	..	105
100 by 30 ft.	Residue of site.	800	...	..	Parish school held in the vestry-room of the church.	..	65
..	..	..	...	..	...	..	..
..	About $\frac{1}{4}$ of an acre.	700	Land given by Mr. Bailey, 12/ per annum.	..	...	..	133
1 rood.	1 rood.	945	An endowment of 22/.	..	Dame school .....	..	152
..	..	..	...	..	...	..	..
45 perches.	$\frac{1}{4}$ of an acre for boys. Broad walk for girls.	1,200	...	..	Wesleyan Sunday school	..	108
..	..	..	...	..	...	..	84
1462 sq. yds.	400 sq. yds.	4,000	...	..	A temporary school held in a pint shop, in which 400 children are taught.	..	593
..	..	..	...	..	...	..	..
772 sq. yds.	..	10,000	...	..	Two National schools	..	563
806 sq. yds.	400 super. yds.	Between 4 & 5,000	...	..	Everton and Kirkdale school. A school attached to the Independent meeting-house.	..	260

At	Total estimated Expense of School Buildings.								Amount Subscribed by Private Parties.	Amount Contributed by any Society, or Societies, naming them.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levellings, &c.	Master's House.	Total estimated Expense.		
Compton Bishop	£.	£.	£. . Legal expenses	£.	£.	£.	£.	£.	£.	£.
	..	150	5	..	10	..	50	215	85 11	15 Wells Diocesan Board.
Stoke Hamond	..	217 19 6	..	..	..	..	..	217 19 6	74	25 Newport Pagnell Education Board; 20 Aylesbury ditto.
Pitsford	..	219	Architect 22 14	..	45	..	190	476 14	38	30 N. S.
Berrington	..	..	..	..	..	..	..	125	100	..
Gillthorpe, St. James.	..	..	..	..	..	..	..	..	..	..
Middleton	..	102	..	..	5	..	93 19 8	301 14 8	18	..
West Walton	..	300	Legal & other expenses 30	..	..	..	80	410	165	40 N.S.; 50 Woods & Forests
Oldham, St. Peter's.	..	..	..	..	..	..	..	..	..	50 Lynn Dist. Bd.; 30 Norwich Board.
Buckland, Dorset	..	229 4 3	..	..	2 10	..	95 10	333 4 3	130 16	50 N. S.; 74
Gooderstone	..	..	..	..	..	..	..	180	107	25 N. S.
Hull, St. Mark's	..	..	..	..	..	..	..	..	..	..
Accrington, Christ Church.	497	1,609	30	..	..	170	..	2,306	997	..
Deptford	..	..	..	..	..	..	..	..	..	..
Worcester, Diglis Street.	200	700	Legal expenses 25	..	..	35	..	..	960	150
Kirkdale, St. Mary.	150	5,938 7	Legal expenses 20	..	143	..	..	906 8 7	503	100 N. S.

Amount derived from sale of old School-house, or from sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.	Decision of the Applicants	
£.	£.	£.	Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	£.	Accepted.	Declined.
..	..	..	115	14	..	15	1d. per week each child.	..	50	50	
30	..	68 19 6	7	..	..	1d. per week each child; 2d. writing.	..	..	30	30	
..	..	386	15	and the weekly pence of the children.					80	80	
..	..	25	17	..	..	1d. per week each child.	..	..	32	32	
..	..	..	..	..	..	..	..	..	160	160	
..	26	137 14 8	..	..	16	3d. per week each child.	..	..	60	60	
..	..	120	10	..	22	20	..	52	76	76	
..	..	..	..	..	..	..	..	..	500	500	
..	20	57 18 9	48 13	..	..	35 to 40	..	..	27	27	
..	..	48	..	..	..	..	..	..	60	60	
..	..	..	..	..	..	..	..	..	30	30	
..	..	..	1,409	..	..	2d. per week.	..	..	590	590	
..	..	..	..	..	..	..	..	..	20	20	
..	..	300 amount of Stock to be sold out.	410	..	..	36*	30	..	400	390	
..	..	330	40	..	..	..	..	..	150	150	

\* The interest of 1,116l. 3s. 4d. 3 $\frac{1}{2}$  per cent. Reduced Annuities, of which it is proposed to sell out 500l. towards the erection of the proposed school.





LONDON.

Printed by WILLIAM CLOWE and Sons,  
Stamford Street.